

## **Painting 3 Honors (#0104390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0104390

**Abbreviated Title:** PAINT 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.C.3.4:</a>	Use analytical skills to examine issues in non-visual art contexts.  <b>Remarks/Examples:</b> e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.1.6:</a>	Describe processes and techniques used to record visual imagery.  <b>Remarks/Examples:</b> e.g., drawing, sculpting, digital multi-media
<a href="#">VA.912.S.1.7:</a>	Manipulate lighting effects, using various media to create desired results.  <b>Remarks/Examples:</b> e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#">VA.912.S.1.9:</a>	Use diverse media and techniques to create paintings that represent various genres and schools of painting.

	<p><b>Remarks/Examples:</b> e.g., wet media, technology</p>
<a href="#">VA.912.S.2.3:</a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.2.5:</a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
<a href="#">VA.912.S.3.12:</a>	<p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.2:</a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
<a href="#">VA.912.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
<a href="#">VA.912.S.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
	Use and maintain tools and equipment to facilitate the creative process.
<a href="#">VA.912.S.3.7:</a>	<p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology,</p>

	printing press, hand tools
<a href="#">VA.912.O.1.3:</a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#">VA.912.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.1:</a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#">VA.912.O.2.4:</a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#">VA.912.H.1.3:</a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#">VA.912.H.1.7:</a>	Research and report technological developments to identify influences on society.  <b>Remarks/Examples:</b> e.g., Camera Obscura, digital media
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.3:</a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.  <b>Remarks/Examples:</b> e.g., statuary
<a href="#">VA.912.H.3.1:</a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.2.3:</a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#">VA.912.F.2.6:</a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#">VA.912.F.2.7:</a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create,



	present, and/or share accurate visual images with others.
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture. <b>Remarks/Examples:</b> e.g., visual, digital, and textual information
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#">LAFS.1112.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can

	follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Figure Drawing (#0104410)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0104410

**Abbreviated Title:** FIG DRAW

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

#### Aligned Clusters

MAFS.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</p>
<a href="#">VA.912.C.1.6:</a>	<p>Identify rationale for aesthetic choices in recording visual media.</p> <p><b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<a href="#">VA.912.C.2.1:</a>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<a href="#">VA.912.C.2.4:</a>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<a href="#">VA.912.C.3.1:</a>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <p><b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<a href="#">VA.912.C.3.5:</a>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<a href="#">VA.912.C.3.6:</a>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <p><b>Remarks/Examples:</b> e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<a href="#">VA.912.S.1.3:</a>	<p>Interpret and reflect on cultural and historical events to create art.</p> <p><b>Remarks/Examples:</b> e.g., texts, visual media, Internet, museums, Florida history,</p>

	Holocaust, African American history
<a href="#">VA.912.S.1.4:</a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#">VA.912.S.2.2:</a>	Focus on visual information and processes to complete the artistic concept.
<a href="#">VA.912.S.2.5:</a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
<a href="#">VA.912.S.2.6:</a>	<p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p>
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
<a href="#">VA.912.S.3.10:</a>	<p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
<a href="#">VA.912.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
<a href="#">VA.912.S.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
	Use and maintain tools and equipment to facilitate the creative process.
<a href="#">VA.912.S.3.7:</a>	<p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>

<a href="#">VA.912.S.3.8:</a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., media: ceramics, glass, wet, dry, digital</p> </div>
<a href="#">VA.912.O.1.1:</a>	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<a href="#">VA.912.H.1.2:</a>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<a href="#">VA.912.H.1.5:</a>	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
<a href="#">VA.912.H.1.9:</a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<a href="#">VA.912.H.2.1:</a>	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
<a href="#">VA.912.H.3.2:</a>	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p> </div>
<a href="#">VA.912.F.1.3:</a>	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
<a href="#">VA.912.F.2.1:</a>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<a href="#">VA.912.F.3.4:</a>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p> </div>
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

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

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Film 1 (#0107410)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0107410

**Abbreviated Title:** FILM 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

The following mathematical practices are applicable to this course.



- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media.  <b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.3.1:</a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.  <b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#">VA.912.S.1.4:</a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#">VA.912.S.1.6:</a>	Describe processes and techniques used to record visual imagery.  <b>Remarks/Examples:</b> e.g., drawing, sculpting, digital multi-media
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques.  <b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.2.2:</a>	Focus on visual information and processes to complete the artistic concept.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	Develop competence and dexterity, through practice, in the use of

	<p>processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b>  e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p><b>Remarks/Examples:</b>  e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<a href="#">VA.912.H.1.5:</a>	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
<a href="#">VA.912.H.2.1:</a>	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p><b>Remarks/Examples:</b>  e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.F.1.4:</a>	<p>Use technological tools to create art with varying effects and outcomes.</p>
<a href="#">VA.912.F.1.5:</a>	<p>Create a digital or time-based presentation to analyze and compare</p>

	artists, artworks, and concepts in historical context.
<a href="#">VA.912.F.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	<p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Film 2 (#0107420)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0107420

**Abbreviated Title:** FILM 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media. <b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.1.7:</a>	Manipulate lighting effects, using various media to create desired results. <b>Remarks/Examples:</b> e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques. <b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution. <b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth

<a href="#">VA.912.S.3.10:</a>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<a href="#">VA.912.S.3.11:</a>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.2:</a>	<p>Use and defend the choice of creative and technical skills to produce artworks.</p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<a href="#">VA.912.O.2.1:</a>	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<a href="#">VA.912.H.1.2:</a>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<a href="#">VA.912.H.1.5:</a>	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
<a href="#">VA.912.H.1.9:</a>	<p>Describe the significance of major artists, architects, or</p>

	masterworks to understand their historical influences.
<a href="#">VA.912.H.2.2:</a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#">VA.912.H.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p> </div>
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.F.1.5:</a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.10:</a>	Apply rules of convention to create purposeful design. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application</p> </div>
<a href="#">VA.912.F.3.2:</a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., information literacy; media</p> </div>
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and</li> </ol>



decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Film 3 Honors (#0107430)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0107430

**Abbreviated Title:** FILM 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which

delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.3:</a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.3:</a>	Interpret and reflect on cultural and historical events to create art.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p> </div>
<a href="#">VA.912.S.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

	<p><b>Remarks/Examples:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making</p>
<a href="#">VA.912.S.2.3:</a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.2:</a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#">VA.912.S.3.6:</a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.4:</a>	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
<a href="#">VA.912.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.3:</a>	Investigate an idea in a coherent and focused manner to provide

	context in the visual arts.
<a href="#">VA.912.O.2.4:</a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.1.8:</a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., patronage, authority, iconography, gender, semiotics, deconstruction</p> </div>
<a href="#">VA.912.H.2.3:</a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., statuary</p> </div>
<a href="#">VA.912.H.3.1:</a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.F.1.5:</a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#">VA.912.F.2.3:</a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#">VA.912.F.2.5:</a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#">VA.912.F.2.7:</a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#">VA.912.F.3.1:</a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or

	concerns.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., presentation software, video, sound, open-access collaborative web applications</p> </div>
<a href="#">VA.912.F.3.11:</a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
	Use appropriately cited sources to document research and present information on visual culture.
<a href="#">VA.912.F.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p> </div>
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse

	formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Visual Technology 1 (#0107440)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0107440

**Abbreviated Title:** VISUAL TECH 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

The following mathematical practices are applicable to this course.



- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media.  <b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.3.1:</a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.  <b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
<a href="#">VA.912.S.1.4:</a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#">VA.912.S.1.6:</a>	Describe processes and techniques used to record visual imagery.  <b>Remarks/Examples:</b> e.g., drawing, sculpting, digital multi-media
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques.  <b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.2.2:</a>	Focus on visual information and processes to complete the artistic concept.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	Develop competence and dexterity, through practice, in the use of

	<p>processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b>  e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p><b>Remarks/Examples:</b>  e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<a href="#">VA.912.H.1.5:</a>	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
<a href="#">VA.912.H.2.1:</a>	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p><b>Remarks/Examples:</b>  e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.F.1.4:</a>	<p>Use technological tools to create art with varying effects and outcomes.</p>
<a href="#">VA.912.F.1.5:</a>	<p>Create a digital or time-based presentation to analyze and compare</p>

	artists, artworks, and concepts in historical context.
<a href="#">VA.912.F.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	<p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Visual Technology 2 (#0107450)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0107450

**Abbreviated Title:** VISUAL TECH 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques available to them, students design animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media.  <b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.1.7:</a>	Manipulate lighting effects, using various media to create desired results.  <b>Remarks/Examples:</b> e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques.  <b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution.  <b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth

<a href="#">VA.912.S.3.10:</a>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <div data-bbox="545 268 1369 436" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p> </div>
<a href="#">VA.912.S.3.11:</a>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <div data-bbox="545 596 1369 798" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p> </div>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <div data-bbox="545 917 1369 1079" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <div data-bbox="545 1163 1369 1327" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p> </div>
<a href="#">VA.912.O.1.2:</a>	<p>Use and defend the choice of creative and technical skills to produce artworks.</p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<a href="#">VA.912.O.2.1:</a>	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<a href="#">VA.912.H.1.2:</a>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<a href="#">VA.912.H.1.5:</a>	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
<a href="#">VA.912.H.1.9:</a>	<p>Describe the significance of major artists, architects, or</p>

	masterworks to understand their historical influences.
<a href="#">VA.912.H.2.2:</a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#">VA.912.H.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p> </div>
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.F.1.5:</a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.10:</a>	Apply rules of convention to create purposeful design. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application</p> </div>
<a href="#">VA.912.F.3.2:</a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., information literacy; media</p> </div>
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and</li> </ol>



decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Visual Technology 3 Honors (#0107460)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0107460

**Abbreviated Title:** VISUAL TECH 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, and display original two-dimensional animations which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.3:</a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.3:</a>	Interpret and reflect on cultural and historical events to create art. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p> </div>
<a href="#">VA.912.S.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making</p> </div>

<a href="#">VA.912.S.1.8:</a>	<p>Use technology to simulate art-making processes and techniques.</p> <p><b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques</p>
<a href="#">VA.912.S.2.3:</a>	<p>Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.</p>
<a href="#">VA.912.S.3.11:</a>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.2:</a>	<p>Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.5:</a>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>
<a href="#">VA.912.S.3.6:</a>	<p>Develop works with prominent personal vision revealed through mastery of art tasks and tools.</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<a href="#">VA.912.O.1.5:</a>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<a href="#">VA.912.O.2.3:</a>	<p>Investigate an idea in a coherent and focused manner to provide</p>

	context in the visual arts.
<a href="#">VA.912.O.2.4:</a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.1.8:</a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., patronage, authority, iconography, gender, semiotics, deconstruction</p> </div>
<a href="#">VA.912.H.2.3:</a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., statuary</p> </div>
<a href="#">VA.912.H.3.1:</a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.F.1.5:</a>	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
<a href="#">VA.912.F.2.3:</a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#">VA.912.F.2.5:</a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#">VA.912.F.2.7:</a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#">VA.912.F.3.1:</a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or

concerns.

**Remarks/Examples:**

e.g., presentation software, video, sound, open-access collaborative web applications

[VA.912.F.3.11:](#)

Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

[VA.912.F.3.12:](#)

Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

[VA.912.F.3.5:](#)

Use appropriately cited sources to document research and present information on visual culture.

**Remarks/Examples:**

e.g., visual, digital, and textual information

[VA.912.F.3.6:](#)

Identify ethical ways to use appropriation in personal works of art.

[VA.912.F.3.9:](#)

Identify and apply collaborative procedures to coordinate a student or community art event.

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

[LAFS.1112.SL.1.1:](#)

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

Integrate multiple sources of information presented in diverse

	formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Creative Photography 1 (#0108310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0108310

**Abbreviated Title:** CREATIVE PHOTO 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).



## COURSE STANDARDS

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.4:</a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. <div data-bbox="545 768 1367 894" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</p> </div>
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one’s own works.
<a href="#">VA.912.C.3.1:</a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. <div data-bbox="545 1142 1367 1304" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p> </div>
<a href="#">VA.912.C.3.5:</a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#">VA.912.S.1.2:</a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#">VA.912.S.1.4:</a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#">VA.912.S.1.6:</a>	Describe processes and techniques used to record visual imagery. <div data-bbox="545 1598 1367 1724" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., drawing, sculpting, digital multi-media</p> </div>
<a href="#">VA.912.S.2.2:</a>	Focus on visual information and processes to complete the artistic concept.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-

	dimensional artworks.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. <b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. <b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process. <b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
<a href="#">VA.912.O.1.1:</a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.H.1.4:</a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#">VA.912.H.1.8:</a>	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. <b>Remarks/Examples:</b> e.g., patronage, authority, iconography, gender, semiotics, deconstruction
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or

	masterworks to understand their historical influences.
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#">VA.912.H.3.1:</a>	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.F.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#">VA.912.F.3.10:</a>	<p>Apply rules of convention to create purposeful design.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application</p> </div>
<a href="#">VA.912.F.3.4:</a>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p> </div>
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li> </ol>

conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.6:](#)

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

[LAFS.910.WHST.3.9:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Creative Photography 2 (#0108320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0108320

**Abbreviated Title:** CREATIVE PHOTO 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.5:</a>	Analyze how visual information is developed in specific media to create a recorded visual image. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., four-dimensional media, motion or multi-media           </div>
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., two-, three-, and four-dimensional media, motion or multi-media           </div>
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.C.3.6:</a>	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art           </div>
<a href="#">VA.912.S.1.2:</a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#">VA.912.S.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art

	process.	<p><b>Remarks/Examples:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making</p>
<a href="#">VA.912.S.1.7:</a>	Manipulate lighting effects, using various media to create desired results.	<p><b>Remarks/Examples:</b> e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p>
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.	
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.	
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.	
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.	<p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.	<p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process.	<p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.1:</a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.	

<a href="#">VA.912.O.1.2:</a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
<a href="#">VA.912.H.3.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p> </div>
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
<a href="#">VA.912.F.2.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p> </div>
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
<a href="#">VA.912.F.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., presentation software, video, sound, open-access collaborative web applications</p> </div>
	Apply rules of convention to create purposeful design.
<a href="#">VA.912.F.3.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>



	e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture.  <b>Remarks/Examples:</b> e.g., visual, digital, and textual information
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.1d:</a>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly,

	concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Creative Photography 3 Honors (#0108330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0108330

**Abbreviated Title:** CREATIVE PHOTO 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which

delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.2:</a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#">VA.912.S.1.7:</a>	Manipulate lighting effects, using various media to create desired results.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p> </div>
<a href="#">VA.912.S.2.3:</a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.6:</a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.3:</a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.3:</a>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p><b>Remarks/Examples:</b> e.g., statuary</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-

	dimensional applications.	
<a href="#">VA.912.F.2.7:</a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.	
<a href="#">VA.912.F.3.11:</a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.	
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p>
<p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p>		
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.	
<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.	
	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>	
<a href="#">LAFS.1112.SL.1.1:</a>		
<a href="#">LAFS.1112.SL.1.1d:</a>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	

<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Portfolio Development: Drawing-Honors (#0109310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0109310

**Abbreviated Title:** PORT DEV: DRAW HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which



delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Standards

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.5:</a>	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques.

	<p><b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques</p>
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#">VA.912.S.3.6:</a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.3:</a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#">VA.912.O.2.3:</a>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<a href="#">VA.912.O.2.4:</a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.

<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#">VA.912.H.1.4:</a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#">VA.912.H.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
	<p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p>
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.2.5:</a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">VA.912.F.3.7:</a>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> </ol>

	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and

overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#) Draw evidence from informational texts to support analysis, reflection, and research.

[ELD.K12.ELL.1.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## **Portfolio Development: Two-Dimensional Design Honors (#0109320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0109320

**Abbreviated Title:** PORT DEV: 2D DES HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or

topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#">VA.912.C.2.5:</a>	Develop and use criteria to select works for a portfolio and defend one’s artistic choices with a written, oral, and/or recorded analysis.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.8:</a>	Use technology to simulate art-making processes and techniques.  <b>Remarks/Examples:</b> e.g., drawing subtleties, watercolor painting techniques
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly

	in the art studio to prevent damage and/or cross-contamination. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
<a href="#">VA.912.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<a href="#">VA.912.S.3.6:</a>	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Use and maintain tools and equipment to facilitate the creative process.
<a href="#">VA.912.S.3.7:</a>	<p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.3:</a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#">VA.912.O.2.3:</a>	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
<a href="#">VA.912.O.2.4:</a>	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
<a href="#">VA.912.O.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#">VA.912.H.1.4:</a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#">VA.912.H.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.



	<p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p>
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.2.4:</a>	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
<a href="#">VA.912.F.2.5:</a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#">VA.912.F.3.10:</a>	<p>Apply rules of convention to create purposeful design.</p> <p><b>Remarks/Examples:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application</p>
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">VA.912.F.3.7:</a>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and</li> </ol>

- promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

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

[LAFS.1112.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

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

[LAFS.1112.WHST.2.6:](#)

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

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

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

[LAFS.K12.SL.2.4:](#)

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.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Portfolio Development: Three-Dimensional Design-Honors (#0109330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0109330

**Abbreviated Title:** PORT DEV: 3D DES HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's

need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

### Aligned benchmark clusters

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G.4 - Make geometric constructions.

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#">VA.912.C.2.5:</a>	Develop and use criteria to select works for a portfolio and defend one’s artistic choices with a written, oral, and/or recorded analysis.
<a href="#">VA.912.C.2.6:</a>	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.2:</a>	Investigate the use of technology and other resources to inspire art-making decisions.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

	<p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.5:</a>	<p>Create multiple works that demonstrate thorough exploration of subject matter and themes.</p>
<a href="#">VA.912.S.3.6:</a>	<p>Develop works with prominent personal vision revealed through mastery of art tasks and tools.</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.3:</a>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<a href="#">VA.912.O.2.3:</a>	<p>Investigate an idea in a coherent and focused manner to provide context in the visual arts.</p>
<a href="#">VA.912.O.2.4:</a>	<p>Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.</p>
<a href="#">VA.912.O.3.2:</a>	<p>Create a series of artworks to inform viewers about personal opinions and/or current issues.</p>
<a href="#">VA.912.H.1.1:</a>	<p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p>
<a href="#">VA.912.H.2.2:</a>	<p>Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.</p>
<a href="#">VA.912.H.2.6:</a>	<p>Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.</p> <p><b>Remarks/Examples:</b> e.g., historical periods, cultures</p>
<a href="#">VA.912.H.3.1:</a>	<p>Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and</p>

	analysis.
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.2.5:</a>	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">VA.912.F.3.9:</a>	Identify and apply collaborative procedures to coordinate a student or community art event.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

	among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Printmaking 1 (#0110300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0110300

**Abbreviated Title:** PRINTMG 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Name	Description
------	-------------

<a href="#">VA.912.C.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</p>
<a href="#">VA.912.C.1.6:</a>	<p>Identify rationale for aesthetic choices in recording visual media.</p> <p><b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<a href="#">VA.912.C.2.1:</a>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<a href="#">VA.912.C.2.4:</a>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<a href="#">VA.912.C.3.1:</a>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <p><b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
<a href="#">VA.912.C.3.5:</a>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<a href="#">VA.912.C.3.6:</a>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <p><b>Remarks/Examples:</b> e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<a href="#">VA.912.S.1.3:</a>	<p>Interpret and reflect on cultural and historical events to create art.</p> <p><b>Remarks/Examples:</b> e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<a href="#">VA.912.S.1.4:</a>	<p>Demonstrate effective and accurate use of art vocabulary throughout the art-making process.</p>
<a href="#">VA.912.S.2.2:</a>	<p>Focus on visual information and processes to complete the artistic concept.</p>
<a href="#">VA.912.S.2.5:</a>	<p>Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.</p>
<a href="#">VA.912.S.2.6:</a>	<p>Incorporate skills, concepts, and media to create images from</p>

	<p>ideation to resolution.</p> <p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p>
<a href="#">VA.912.S.3.10:</a>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<a href="#">VA.912.S.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.S.3.8:</a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p><b>Remarks/Examples:</b> e.g., media: ceramics, glass, wet, dry, digital</p>
<a href="#">VA.912.O.1.1:</a>	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent</p>

	thinking, to gain new perspectives.	
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.	
<a href="#">VA.912.H.1.2:</a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.	
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.	
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.	
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.	
	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.	
<a href="#">VA.912.H.3.2:</a>	<table border="1" data-bbox="545 722 1369 848"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p>
<p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p>		
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.	
<a href="#">VA.912.F.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.	
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.	
<a href="#">VA.912.F.3.4:</a>	<table border="1" data-bbox="545 1203 1369 1329"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
<p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>		
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to</li> </ol>	

questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

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

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors

by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## Printmaking 2 (#0110310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0110310

**Abbreviated Title:** PRINTMG 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine,



	and reflect on an artistic theme.
<a href="#">VA.912.C.1.3:</a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media</p> </div>
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.C.3.5:</a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making</p> </div>
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.2.5:</a>	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
<a href="#">VA.912.S.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p> </div>
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	Develop competence and dexterity, through practice, in the use of

	<p>processes, tools, and techniques for various media.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., printmaking: relief print; ceramics: wheel-throwing;  drawing: charcoal; painting: watercolor; technology: layering  images</p> </div>
<a href="#">VA.912.S.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p> </div>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p> </div>
<a href="#">VA.912.S.3.8:</a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., media: ceramics, glass, wet, dry, digital</p> </div>
<a href="#">VA.912.O.1.2:</a>	<p>Use and defend the choice of creative and technical skills to produce artworks.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<a href="#">VA.912.O.3.1:</a>	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
<a href="#">VA.912.H.1.4:</a>	<p>Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.</p>
<a href="#">VA.912.H.1.5:</a>	<p>Investigate the use of technology and media design to reflect</p>

	creative trends in visual culture.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.2:</a>	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
<a href="#">VA.912.H.3.3:</a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.  <b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
<a href="#">VA.912.F.1.1:</a>	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.2.2:</a>	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.  <b>Remarks/Examples:</b> e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.1:</a>	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.  <b>Remarks/Examples:</b> e.g., presentation software, video, sound, open-access collaborative web applications
<a href="#">VA.912.F.3.10:</a>	Apply rules of convention to create purposeful design.  <b>Remarks/Examples:</b> e.g., exhibition guidelines, environmental concerns, required information, digital application
<a href="#">VA.912.F.3.2:</a>	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.

	<p><b>Remarks/Examples:</b> e.g., information literacy; media</p>
<p><a href="#">VA.912.F.3.5:</a></p>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">LAFS.910.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#">LAFS.910.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#">LAFS.910.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#">LAFS.910.RST.1.3:</a></p>	<p>Follow precisely a complex multistep procedure when carrying</p>

	<p>out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>
<a href="#">LAFS.910.RST.2.4:</a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<a href="#">LAFS.910.WHST.2.4:</a>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<a href="#">LAFS.910.WHST.3.9:</a>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<a href="#">MAFS.K12.MP.5.1:</a>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<a href="#">MAFS.K12.MP.6.1:</a>	<p><b>Attend to precision.</b></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>

explicit use of definitions.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Sculpture 1 (#0111310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0111310

**Abbreviated Title:** SCULPT 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">VA.912.C.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 541 1367 667" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</p> </div>
<a href="#">VA.912.C.1.7:</a>	<p>Analyze challenges and identify solutions for three-dimensional structural problems.</p>
<a href="#">VA.912.C.2.1:</a>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
<a href="#">VA.912.C.2.4:</a>	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
<a href="#">VA.912.C.2.8:</a>	<p>Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.</p>
<a href="#">VA.912.C.3.1:</a>	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <div data-bbox="545 1150 1367 1306" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p> </div>
<a href="#">VA.912.S.1.4:</a>	<p>Demonstrate effective and accurate use of art vocabulary throughout the art-making process.</p>
<a href="#">VA.912.S.2.1:</a>	<p>Demonstrate organizational skills to influence the sequential process when creating artwork.</p>
<a href="#">VA.912.S.3.1:</a>	<p>Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.</p>
<a href="#">VA.912.S.3.10:</a>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <div data-bbox="545 1675 1367 1831" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p> </div>
<a href="#">VA.912.S.3.11:</a>	<p>Store and maintain equipment, materials, and artworks properly in</p>



	the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.1:</a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#">VA.912.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.1:</a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.H.1.2:</a>	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or

<a href="#">VA.912.H.2.4:</a>	<p>masterworks to understand their historical influences.</p> <p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p><b>Remarks/Examples:</b> e.g., patron, corporate collections</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.F.1.2:</a>	<p>Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.</p>
<a href="#">VA.912.F.2.1:</a>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<a href="#">VA.912.F.3.4:</a>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
<a href="#">VA.912.F.3.5:</a>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p>
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and</li> </ul>

	<p>deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
	<b>Use appropriate tools strategically.</b>
<a href="#">MAFS.K12.MP.5.1:</a>	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that

technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Sculpture 2 (#0111320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0111320

**Abbreviated Title:** SCULPT 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">VA.912.C.1.7:</a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.4:</a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#">VA.912.C.2.8:</a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#">VA.912.S.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
<a href="#">VA.912.S.3.11:</a>	<div data-bbox="545 1192 1370 1350" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p> </div>
<a href="#">VA.912.S.3.12:</a>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p> <p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <div data-bbox="545 1518 1370 1717" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p> </div>
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

	<p><b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.O.1.2:</a>	Use and defend the choice of creative and technical skills to produce artworks.
<a href="#">VA.912.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.1:</a>	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.H.1.4:</a>	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.4:</a>	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p><b>Remarks/Examples:</b> e.g., patron, corporate collections</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.F.1.2:</a>	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
<a href="#">VA.912.F.2.2:</a>	Examine a broad spectrum of art-related careers to identify

potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.

**Remarks/Examples:**

e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design

[VA.912.F.3.4:](#)

Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

**Remarks/Examples:**

e.g., punctuality, reliability, diligence, positive work ethic

[VA.912.F.3.6:](#)

Identify ethical ways to use appropriation in personal works of art.

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

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

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

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated



	or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
	<b>Use appropriate tools strategically.</b>
<a href="#">MAFS.K12.MP.5.1:</a>	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
	<b>Attend to precision.</b>
<a href="#">MAFS.K12.MP.6.1:</a>	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.

**Look for and make use of structure.**

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

[MAFS.K12.MP.7.1:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Sculpture 3 Honors (#0111330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0111330

**Abbreviated Title:** SCULPT 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.7:</a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.4:</a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#">VA.912.C.2.8:</a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <div data-bbox="560 1535 1369 1738" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., printmaking: relief print; ceramics: wheel-throwing;  drawing: charcoal; painting: watercolor; technology:  layering images</p> </div>
<a href="#">VA.912.S.3.2:</a>	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and

	<p>safety procedures for hazardous chemicals and equipment during the art-making process.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p> </div>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.912.S.3.8:</a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., media: ceramics, glass, wet, dry, digital</p> </div>
<a href="#">VA.912.O.1.3:</a>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p>
<a href="#">VA.912.O.1.5:</a>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<a href="#">VA.912.O.3.2:</a>	<p>Create a series of artworks to inform viewers about personal opinions and/or current issues.</p>
<a href="#">VA.912.H.1.1:</a>	<p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p>
<a href="#">VA.912.H.1.9:</a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<a href="#">VA.912.H.2.3:</a>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., statuary</p> </div>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content</p>

	<p>areas to generate ideas and processes for the creation of works of art.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p> </div>
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.2.3:</a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#">VA.912.F.2.6:</a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#">VA.912.F.2.7:</a>	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.11:</a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#">VA.912.F.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is</li> </ol>

	required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.1d:</a>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.K12.MP.5.1:</a>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools</p>

might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

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



[ELD.K12.ELL.1.1:](#)

y.

English language learners communicate for social and instructional purposes within the school setting.

## **Architectural Design and Drawing 1 (#0113300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0113300

**Abbreviated Title:** ARCH DES & DRAW 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

In this course the students will study an introduction to the theory, history, principles and practice of architecture. Students will explore design, space and materials as they relate to architecture and will create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Emphasis of this course will be on developing skills in design, drawing, creating architectural models, and creating prospectus statements and reflection writing. Instruction may include green building and construction, computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses design, drawing, hands-on construction and art criticism and evaluation.

### **GENERAL NOTES**

#### **Instructional Practices**

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

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

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned benchmarks

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

MAFS.912.G-GMD.2 - Visualize relationships between two-dimensional and three-dimensional objects.

MAFS.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.7:</a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
<a href="#">VA.912.C.2.4:</a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#">VA.912.C.2.8:</a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#">VA.912.C.3.1:</a>	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.  <b>Remarks/Examples:</b> e.g., four-step method of art criticism, visual-thinking skills,

	aesthetic scanning
<a href="#">VA.912.C.3.5:</a>	Make connections between timelines in other content areas and timelines in the visual arts.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
<a href="#">VA.912.C.3.6:</a>	<b>Remarks/Examples:</b> e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
<a href="#">VA.912.S.1.4:</a>	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
<a href="#">VA.912.S.3.10:</a>	<b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
<a href="#">VA.912.S.3.12:</a>	<b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
<a href="#">VA.912.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing

	information and creating works of art.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p> </div>
<a href="#">VA.912.O.1.1:</a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#">VA.912.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.O.3.1:</a>	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
<a href="#">VA.912.H.2.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., patron, corporate collections</p> </div>
<a href="#">VA.912.H.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p> </div>
<a href="#">VA.912.H.3.3:</a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden</p> </div>

	Mean, measurement: pica, inches, points
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.  <b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture.  <b>Remarks/Examples:</b> e.g., visual, digital, and textual information
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Architectural Design and Drawing 2 (#0113310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0113310

**Abbreviated Title:** ARCH DES & DRAW 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This course will explore basic design theories and strategies related to the development of spatial concepts in architectural design, including composition, color, form, relationship of elements, and development of 2-D and 3-D design projects. Emphasis will be on concept generation and evaluation. Students will design architectural structures utilizing space and materials as they relate to architecture. In addition, cultural/historical perspectives and green building construction are studied in order to create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Students in this course will demonstrate proficient skills in architectural design, drawing, models-making, writing and reflecting on their work and the work of others. Instruction may include computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses architectural design, drawing, hands-on construction, time management, architecture history, written and oral presentations, architectural career exploration and art criticism and evaluation.

### **GENERAL NOTES**

#### **Special Notes:**

#### **Instructional Practices**

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

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



evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned benchmark clusters**

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

MAFS.912.G-GMD.2 - Visualize relationships between two-dimensional and three-dimensional objects.

MAFS.912.G-MG.1 - Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.7:</a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.4:</a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#">VA.912.C.2.8:</a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.C.3.5:</a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p> </div>
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p> </div>
<a href="#">VA.912.S.3.4:</a>	Demonstrate personal responsibility, ethics, and integrity,

	including respect for intellectual property, when accessing information and creating works of art.
	<p><b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.912.S.3.7:</a>	Use and maintain tools and equipment to facilitate the creative process.
	<p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.O.1.1:</a>	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
<a href="#">VA.912.O.1.3:</a>	Research and use the techniques and processes of various artists to create personal works.
<a href="#">VA.912.O.1.5:</a>	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.2.2:</a>	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#">VA.912.H.1.9:</a>	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
<a href="#">VA.912.H.2.3:</a>	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
	<p><b>Remarks/Examples:</b> e.g., statuary</p>
<a href="#">VA.912.H.3.2:</a>	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
	<p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p>
<a href="#">VA.912.H.3.3:</a>	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
	<p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden</p>

	Mean, measurement: pica, inches, points
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.2.1:</a>	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
<a href="#">VA.912.F.2.3:</a>	Analyze the potential economic impact of arts entities to revitalize a community or region.
<a href="#">VA.912.F.2.6:</a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<a href="#">VA.912.F.2.8:</a>	Describe community resources to preserve, restore, exhibit, and view works of art.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.  <b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic
<a href="#">VA.912.F.3.5:</a>	Use appropriately cited sources to document research and present information on visual culture.  <b>Remarks/Examples:</b> e.g., visual, digital, and textual information
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li> </ul>

	<p>conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Architectural Design and Drawing 3 Honors (#0113320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0113320

**Abbreviated Title:** ARCH DES & DRAW 3 H

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students will design advanced architectural structures utilizing space and materials as they relate to architectural designs. In addition, concepts, cultural/historical perspectives, green building construction and these materials relate to architecture are studied in order to create architectural designs that demonstrate an alignment of space, structure, function and feasibility. Students in this course will demonstrate proficient skills in architectural design, drawing, models-making, writing and reflection. Instruction may include computer assisted drawing, and safety procedures for creating and building models and structures. This course encompasses architectural design, drawing, hands-on construction, time management, architecture history, oral and written presentations, architectural career exploration and art criticism and evaluation.

### **GENERAL NOTES**

#### **Special Notes:**

##### **Instructional Practices**

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

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

**Honors and Advanced Level Course Note:** Academic rigor is more than simply

assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

Aligned benchmarks

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

MAFS.912.G-GMD.2 Visualize relationships between two-dimensional and three-dimensional objects.

MAFS.912.G-MG.1 Apply geometric concepts in modeling situations.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
<a href="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<a href="#">VA.912.C.1.2:</a>	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
<a href="#">VA.912.C.1.7:</a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#">VA.912.C.2.1:</a>	Examine and revise artwork throughout the art-making process

	to refine work and achieve artistic objective.
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">VA.912.C.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.2.4:</a>	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
<a href="#">VA.912.C.2.8:</a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#">VA.912.C.3.3:</a>	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
<a href="#">VA.912.C.3.5:</a>	Make connections between timelines in other content areas and timelines in the visual arts.
<a href="#">VA.912.S.1.1:</a>	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
<a href="#">VA.912.S.1.6:</a>	Describe processes and techniques used to record visual imagery. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., drawing, sculpting, digital multi-media</p> </div>
<a href="#">VA.912.S.2.1:</a>	Demonstrate organizational skills to influence the sequential process when creating artwork.
<a href="#">VA.912.S.2.3:</a>	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
<a href="#">VA.912.S.2.4:</a>	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
<a href="#">VA.912.S.3.1:</a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
<a href="#">VA.912.S.3.11:</a>	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
<a href="#">VA.912.S.3.12:</a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p> </div>
<a href="#">VA.912.S.3.3:</a>	Review, discuss, and demonstrate the proper applications and



	<p>safety procedures for hazardous chemicals and equipment during the art-making process.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p> </div>
<a href="#">VA.912.S.3.4:</a>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p> </div>
<a href="#">VA.912.O.1.1:</a>	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
<a href="#">VA.912.O.1.3:</a>	<p>Research and use the techniques and processes of various artists to create personal works.</p>
<a href="#">VA.912.O.1.5:</a>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
<a href="#">VA.912.O.2.2:</a>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<a href="#">VA.912.H.1.1:</a>	<p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p>
<a href="#">VA.912.H.1.9:</a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<a href="#">VA.912.H.2.3:</a>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., statuary</p> </div>
<a href="#">VA.912.H.3.2:</a>	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p>

	<p><b>Remarks/Examples:</b> e.g., facts, ideas, solutions, brainstorming, field testing</p>
<a href="#">VA.912.H.3.3:</a>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p><b>Remarks/Examples:</b> e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<a href="#">VA.912.F.1.3:</a>	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
<a href="#">VA.912.F.2.1:</a>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<a href="#">VA.912.F.2.3:</a>	<p>Analyze the potential economic impact of arts entities to revitalize a community or region.</p>
<a href="#">VA.912.F.2.6:</a>	<p>Research and discuss the potential of the visual arts to improve aesthetic living.</p>
<a href="#">VA.912.F.2.8:</a>	<p>Describe community resources to preserve, restore, exhibit, and view works of art.</p>
<a href="#">VA.912.F.3.12:</a>	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p>
<a href="#">VA.912.F.3.4:</a>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
<a href="#">VA.912.F.3.5:</a>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p>
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>

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

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

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

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

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

[LAFS.1112.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

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

	audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Art Transfer (#0100990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0100990

**Abbreviated Title:** ART TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Computer Education Transfer (#0200990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0200990

**Abbreviated Title:** CPTR ED TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **World Dance (#0300300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300300

**Abbreviated Title:** WORLD DANCE

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.3:</a>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. <div data-bbox="545 1024 1370 1150" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., journal entries, discussion</p> </div>
<a href="#">DA.912.C.2.1:</a>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <div data-bbox="545 1272 1370 1402" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p> </div>
<a href="#">DA.912.C.2.4:</a>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<a href="#">DA.912.C.3.1:</a>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <div data-bbox="545 1600 1370 1772" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p> </div>
<a href="#">DA.912.C.3.2:</a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.



	<p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p>
<a href="#">DA.912.S.1.1:</a>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <p><b>Remarks/Examples:</b> e.g., unity, variety, contrast, repetition, transition</p>
<a href="#">DA.912.S.2.1:</a>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.2.3:</a>	<p>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</p>
<a href="#">DA.912.S.2.4:</a>	<p>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</p>
<a href="#">DA.912.S.3.3:</a>	<p>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</p>
<a href="#">DA.912.S.3.8:</a>	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p><b>Remarks/Examples:</b> e.g., arabesque, lateral T, jazz hands</p>
<a href="#">DA.912.O.1.1:</a>	<p>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</p>
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.2.2:</a>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p><b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor,</p>

	Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<a href="#">DA.912.O.3.5:</a>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
	<b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment
<a href="#">DA.912.H.1.2:</a>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.1.4:</a>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<a href="#">DA.912.H.1.5:</a>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<a href="#">DA.912.H.2.1:</a>	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
	<b>Remarks/Examples:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
<a href="#">DA.912.H.2.2:</a>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<a href="#">DA.912.H.2.3:</a>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<a href="#">DA.912.H.3.2:</a>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.

	<p><b>Remarks/Examples:</b> e.g., literature, theatre, program music</p>
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
<a href="#">DA.912.F.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
<a href="#">DA.912.F.1.2:</a>	<p><b>Remarks/Examples:</b> e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
	Investigate local, regional, state, national, and global resources to support dance-related work and study.
<a href="#">DA.912.F.2.2:</a>	<p><b>Remarks/Examples:</b> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
<a href="#">DA.912.F.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
<a href="#">DA.912.F.3.7:</a>	<p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p>
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">PE.912.C.2.5:</a>	Analyze the relationship between music and dance.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Techniques 1 (#0300310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300310

**Abbreviated Title:** DANCE TECNQS 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **GENERAL NOTES**

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="544 940 1367 1108" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.2.1:</a>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p> <div data-bbox="544 1224 1367 1352" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p> </div>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <div data-bbox="544 1470 1367 1596" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.1.4:</a>	<p>Create dance studies using dance vocabulary and innovative movement.</p>
<a href="#">DA.912.S.2.1:</a>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p>

	<p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.1:</a>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.5:</a>	<p>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</p> <p><b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand</p>
<a href="#">DA.912.O.1.1:</a>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.5:</a>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.1.2:</a>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new

	works.
<a href="#">DA.912.H.1.6:</a>	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.  <b>Remarks/Examples:</b> e.g., Swan Lake, Serenade, West Side Story, Revelations
<a href="#">DA.912.H.3.3:</a>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">HE.912.C.1.1:</a>	Predict how healthy behaviors can affect health status.  <b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and



	workplace safety.
<a href="#">HE.912.C.1.4:</a>	Propose strategies to reduce or prevent injuries and health problems.  <b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others.  <b>Remarks/Examples:</b> Some examples are video analysis and checklist.
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Techniques 2 (#0300320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300320

**Abbreviated Title:** DANCE TECHNQS 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

### **GENERAL NOTES**

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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:**

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

Name	Description
<a href="#">SC.912.L.14.14:</a>	Identify the major bones of the axial and appendicular skeleton.
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="545 877 1369 1045" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.2.1:</a>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <div data-bbox="545 1159 1369 1293" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., improvisation, trial and error, collaboration</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.3.2:</a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <div data-bbox="545 1486 1369 1619" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.1.4:</a>	Create dance studies using dance vocabulary and innovative movement.
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.S.2.2:</a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

	<p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.2.3:</a>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.1:</a>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
	Perform dance vocabulary with musicality and sensitivity.
<a href="#">DA.912.S.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p>
	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
<a href="#">DA.912.S.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand</p>
<a href="#">DA.912.S.3.6:</a>	Use resistance, energy, time, and focus to vary expression and intent.
<a href="#">DA.912.S.3.7:</a>	Move with agility, alone and relative to others, to perform complex dance sequences.
	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
<a href="#">DA.912.S.3.8:</a>	<p><b>Remarks/Examples:</b> e.g., arabesque, lateral T, jazz hands</p>
	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
<a href="#">DA.912.O.1.2:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.1.3:</a>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

	<p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.1.5:</a>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<a href="#">DA.912.H.3.2:</a>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p><b>Remarks/Examples:</b> e.g., literature, theatre, program music</p>
<a href="#">DA.912.H.3.3:</a>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.1.3:</a>	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
<a href="#">DA.912.F.3.5:</a>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">VA.912.C.2.2:</a>	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>
<a href="#">PE.912.C.2.2:</a>	<p>Apply terminology and etiquette in dance.</p> <p>Analyze the movement performance of self and others.</p>
<a href="#">PE.912.C.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and

instructional purposes within the school setting.

## **Dance Techniques 3 Honors (#0300330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300330

**Abbreviated Title:** DANCE TECHNQS 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

### **GENERAL NOTES**

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>



For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

**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:**

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="560 1161 1367 1325" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.3:</a>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <div data-bbox="560 1444 1367 1570" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., journal entries, discussion</p> </div>
<a href="#">DA.912.C.1.4:</a>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<a href="#">DA.912.C.2.1:</a>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p>

	<p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p>
<a href="#">DA.912.C.2.2:</a>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<a href="#">DA.912.C.2.3:</a>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<a href="#">DA.912.C.2.4:</a>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<a href="#">DA.912.C.3.1:</a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p>
<a href="#">DA.912.S.1.1:</a>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <p><b>Remarks/Examples:</b> e.g., unity, variety, contrast, repetition, transition</p>
<a href="#">DA.912.S.1.2:</a>	<p>Generate choreographic ideas through improvisation and physical brainstorming.</p>
<a href="#">DA.912.S.1.3:</a>	<p>Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.</p>
<a href="#">DA.912.S.1.4:</a>	<p>Create dance studies using dance vocabulary and innovative movement.</p>
<a href="#">DA.912.S.2.1:</a>	<p>Sustain focused attention, respect, and discipline during class,</p>

	rehearsal, and performance.
<a href="#">DA.912.S.2.2:</a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. <b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus
<a href="#">DA.912.S.2.3:</a>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.1:</a>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.4:</a>	Perform dance vocabulary with musicality and sensitivity. <b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance
<a href="#">DA.912.S.3.5:</a>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. <b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand
<a href="#">DA.912.S.3.6:</a>	Use resistance, energy, time, and focus to vary expression and intent.
<a href="#">DA.912.S.3.7:</a>	Move with agility, alone and relative to others, to perform complex dance sequences.
<a href="#">DA.912.S.3.8:</a>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. <b>Remarks/Examples:</b> e.g., arabesque, lateral T, jazz hands
<a href="#">DA.912.S.3.9:</a>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<a href="#">DA.912.O.1.2:</a>	Apply standards of class and performance etiquette consistently to attain optimal working conditions.

	<p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>
<a href="#">DA.912.O.1.5:</a>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p> <p><b>Remarks/Examples:</b> e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>
<a href="#">DA.912.O.2.1:</a>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.</p> <p><b>Remarks/Examples:</b> e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<a href="#">DA.912.O.3.1:</a>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<a href="#">DA.912.O.3.2:</a>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<a href="#">DA.912.O.3.3:</a>	<p>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</p>
<a href="#">DA.912.O.3.5:</a>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.1.1:</a>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<a href="#">DA.912.H.1.2:</a>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>

<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.1.4:</a>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<a href="#">DA.912.H.3.2:</a>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., literature, theatre, program music</p> </div>
<a href="#">DA.912.H.3.3:</a>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<a href="#">DA.912.H.3.4:</a>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p> </div>
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.1.1:</a>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p> </div>
<a href="#">DA.912.F.1.3:</a>	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
<a href="#">DA.912.F.2.2:</a>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p> </div>
<a href="#">DA.912.F.3.10:</a>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<a href="#">DA.912.F.3.2:</a>	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire

	one's work as a dancer.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p> </div>
<a href="#">DA.912.F.3.4:</a>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<a href="#">DA.912.F.3.6:</a>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p> </div>
<a href="#">DA.912.F.3.7:</a>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p> </div>
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.F.3.7:</a>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other

	domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.3:</a>	<p>Analyze the movement performance of self and others.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.M.1.7:</a>	<p>Perform advanced dance sequences from a variety of dances accurately.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Some examples of dances are hip-hop, social, step and line.</p> </div>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and

instructional purposes within the school setting.



## **Ballet 1 (#0300340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300340

**Abbreviated Title:** BALLET 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="545 793 1367 957" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.2.3:</a>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <div data-bbox="545 1157 1367 1285" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.2.1:</a>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <div data-bbox="545 1451 1367 1577" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., repetition, revision, refinement, focus</p> </div>
<a href="#">DA.912.S.2.4:</a>	<p>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</p>
<a href="#">DA.912.S.3.2:</a>	<p>Develop and maintain flexibility, strength, and stamina for wellness and performance.</p>
<a href="#">DA.912.S.3.5:</a>	<p>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</p>

	<p><b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand</p>
	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p>
<a href="#">DA.912.O.1.2:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.3.2:</a>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p>
<a href="#">DA.912.O.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.F.3.8:</a>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p>
<a href="#">MU.912.C.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">TH.912.C.2.7:</a>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p>
<a href="#">LAFS.910.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<a href="#">LAFS.910.SL.1.3:</a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<a href="#">LAFS.910.SL.2.4:</a>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<a href="#">LAFS.910.RST.2.4:</a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<a href="#">LAFS.910.WHST.2.4:</a>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	audience.
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <p><b>Remarks/Examples:</b>          Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p><b>Remarks/Examples:</b>          Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.3:</a>	<p>Analyze the movement performance of self and others.</p> <p><b>Remarks/Examples:</b>          Some examples are video analysis and checklist.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Ballet 2 (#0300350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300350

**Abbreviated Title:** BALLET 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="545 793 1367 957" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.2.2:</a>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <div data-bbox="545 1115 1367 1314" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <div data-bbox="545 1514 1367 1640" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.1.3:</a>	<p>Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.</p>
<a href="#">DA.912.S.2.1:</a>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p>

	<p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.10:</a>	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.4:</a>	Perform dance vocabulary with musicality and sensitivity. <p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p>
<a href="#">DA.912.S.3.5:</a>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. <p><b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand</p>
<a href="#">DA.912.O.1.2:</a>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.5:</a>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and

	<p>understanding of unfamiliar musical works.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Predict how healthy behaviors can affect health status.
<a href="#">HE.912.C.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
	Propose strategies to reduce or prevent injuries and health problems.
<a href="#">HE.912.C.1.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
<a href="#">PE.912.C.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>



<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Ballet 3 (#0300360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300360

**Abbreviated Title:** BALLET 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="560 831 1369 993" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.4:</a>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<a href="#">DA.912.C.2.2:</a>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <div data-bbox="560 1304 1369 1503" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<a href="#">DA.912.C.2.4:</a>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<a href="#">DA.912.C.3.1:</a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <div data-bbox="560 1787 1369 1864" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., use of movements, elements, principles of design, lighting, costumes, music
<a href="#">DA.912.C.3.2:</a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <b>Remarks/Examples:</b> e.g., time management, refining dance steps, research
<a href="#">DA.912.S.1.3:</a>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.S.2.2:</a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. <b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus
<a href="#">DA.912.S.2.3:</a>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.10:</a>	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
<a href="#">DA.912.S.3.11:</a>	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.4:</a>	Perform dance vocabulary with musicality and sensitivity. <b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance
<a href="#">DA.912.S.3.5:</a>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. <b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand

<a href="#">DA.912.S.3.6:</a>	Use resistance, energy, time, and focus to vary expression and intent.
	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
<a href="#">DA.912.O.1.2:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
<a href="#">DA.912.O.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<a href="#">DA.912.O.3.5:</a>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
	<p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.1.2:</a>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<a href="#">DA.912.H.3.3:</a>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.3.10:</a>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<a href="#">DA.912.F.3.5:</a>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
<a href="#">DA.912.F.3.6:</a>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
	<p><b>Remarks/Examples:</b></p>

	e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>

<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance. Analyze the movement performance of self and others.	
<a href="#">PE.912.C.2.3:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>		
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities. Perform advanced dance sequences from a variety of dances accurately.	
<a href="#">PE.912.M.1.7:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples of dances are hip-hop, social, step and line.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples of dances are hip-hop, social, step and line.</p>
<p><b>Remarks/Examples:</b> Some examples of dances are hip-hop, social, step and line.</p>		
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.	
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## **Ballet 4 Honors (#0300370)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300370

**Abbreviated Title:** BALLET 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>



For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

11th/12th Grade General **In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="561 1163 1367 1325" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.3:</a>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <div data-bbox="561 1446 1367 1570" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., journal entries, discussion</p> </div>
<a href="#">DA.912.C.1.4:</a>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<a href="#">DA.912.C.2.1:</a>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p>

	<p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p>
<a href="#">DA.912.C.2.2:</a>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<a href="#">DA.912.C.2.3:</a>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<a href="#">DA.912.C.2.4:</a>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<a href="#">DA.912.C.3.1:</a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p>
<a href="#">DA.912.S.1.3:</a>	<p>Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.</p>
<a href="#">DA.912.S.2.1:</a>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.2.3:</a>	<p>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</p>
<a href="#">DA.912.S.2.4:</a>	<p>Demonstrate retention of directions, corrections, and</p>

	memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.10:</a>	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
<a href="#">DA.912.S.3.11:</a>	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
	Perform dance vocabulary with musicality and sensitivity.
<a href="#">DA.912.S.3.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p> </div>
<a href="#">DA.912.S.3.5:</a>	<p>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand</p> </div>
<a href="#">DA.912.S.3.6:</a>	Use resistance, energy, time, and focus to vary expression and intent.
<a href="#">DA.912.S.3.7:</a>	Move with agility, alone and relative to others, to perform complex dance sequences.
	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
<a href="#">DA.912.O.1.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p> </div>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p> </div>
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

<p><a href="#">DA.912.O.3.5:</a></p>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p> </div>
<p><a href="#">DA.912.H.1.2:</a></p>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<p><a href="#">DA.912.H.3.3:</a></p>	<p>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</p>
<p><a href="#">DA.912.H.3.5:</a></p>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<p><a href="#">DA.912.F.1.3:</a></p>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<p><a href="#">DA.912.F.3.10:</a></p>	<p>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</p>
<p><a href="#">DA.912.F.3.3:</a></p>	<p>Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., attire, etiquette, professional presentation, technique, conditioning</p> </div>
<p><a href="#">DA.912.F.3.4:</a></p>	<p>Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.</p>
<p><a href="#">DA.912.F.3.5:</a></p>	<p>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</p>
<p><a href="#">DA.912.F.3.6:</a></p>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p> </div>
<p><a href="#">DA.912.F.3.8:</a></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><a href="#">TH.912.C.1.2:</a></p>	<p>Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.</p>

	<p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RST.2.4:</a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#">LAFS.1112.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">HE.912.C.1.1:</a></p>	<p>Predict how healthy behaviors can affect health status.</p> <div data-bbox="565 1371 1367 1602" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<p><a href="#">HE.912.C.1.4:</a></p>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <div data-bbox="565 1692 1367 1890" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>

<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
<a href="#">PE.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
	Perform advanced dance sequences from a variety of dances accurately.
<a href="#">PE.912.M.1.7:</a>	<p><b>Remarks/Examples:</b> Some examples of dances are hip-hop, social, step and line.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Choreography/Performance 1 (#0300380)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300380

**Abbreviated Title:** DANCE CHOR PERF 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="560 1024 1369 1188" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.3:</a>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response. <div data-bbox="560 1304 1369 1440" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., journal entries, discussion</p> </div>
<a href="#">DA.912.C.2.1:</a>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <div data-bbox="560 1556 1369 1682" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p> </div>
<a href="#">DA.912.C.2.2:</a>	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.



	<p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p>
<a href="#">DA.912.S.1.1:</a>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <p><b>Remarks/Examples:</b> e.g., unity, variety, contrast, repetition, transition</p>
<a href="#">DA.912.S.1.2:</a>	<p>Generate choreographic ideas through improvisation and physical brainstorming.</p>
<a href="#">DA.912.S.1.4:</a>	<p>Create dance studies using dance vocabulary and innovative movement.</p>
<a href="#">DA.912.S.2.4:</a>	<p>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</p>
<a href="#">DA.912.S.3.2:</a>	<p>Develop and maintain flexibility, strength, and stamina for wellness and performance.</p>
<a href="#">DA.912.S.3.4:</a>	<p>Perform dance vocabulary with musicality and sensitivity.</p> <p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p>
<a href="#">DA.912.S.3.6:</a>	<p>Use resistance, energy, time, and focus to vary expression and intent.</p>
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>

<p><a href="#">DA.912.O.1.5:</a></p>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p> <p><b>Remarks/Examples:</b> e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>
<p><a href="#">DA.912.O.2.1:</a></p>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.</p> <p><b>Remarks/Examples:</b> e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p>
<p><a href="#">DA.912.O.2.2:</a></p>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p><b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<p><a href="#">DA.912.O.3.1:</a></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><a href="#">DA.912.O.3.2:</a></p>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<p><a href="#">DA.912.O.3.5:</a></p>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<p><a href="#">DA.912.H.1.1:</a></p>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<p><a href="#">DA.912.H.1.2:</a></p>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<p><a href="#">DA.912.H.1.3:</a></p>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<p><a href="#">DA.912.H.1.6:</a></p>	<p>Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.</p>

	<p><b>Remarks/Examples:</b> e.g., Swan Lake, Serenade, West Side Story, Revelations</p>
<a href="#">DA.912.H.2.2:</a>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<a href="#">DA.912.H.3.2:</a>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p><b>Remarks/Examples:</b> e.g., literature, theatre, program music</p>
<a href="#">DA.912.H.3.4:</a>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</p> <p><b>Remarks/Examples:</b> e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p>
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.1.1:</a>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<a href="#">DA.912.F.1.3:</a>	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
<a href="#">DA.912.F.3.7:</a>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p>
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

[LAFS.910.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[LAFS.1112.SL.1.1:](#)

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

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

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

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

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

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.910.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

	scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> </div>
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.3:</a>	<p>Analyze the movement performance of self and others.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.C.2.4:</a>	Choreograph complex dance sequences individually, with a partner or in a small group.
<a href="#">PE.912.C.2.5:</a>	Analyze the relationship between music and dance.
<a href="#">PE.912.M.1.6:</a>	Select appropriate music for dance forms and choreograph dance movements to music.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Dance Choreography/Performance 2 Honors (#0300390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300390

**Abbreviated Title:** DANCE CHOR PERF 2 H

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's

need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="561 1390 1367 1558" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.2.1:</a>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <div data-bbox="561 1675 1367 1801" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p> </div>
<a href="#">DA.912.C.2.2:</a>	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality,



	<p>based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.2.4:</a>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<a href="#">DA.912.C.3.1:</a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p> </div>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.1.1:</a>	<p>Synthesize a variety of choreographic principles and structures to create a dance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., unity, variety, contrast, repetition, transition</p> </div>
<a href="#">DA.912.S.1.2:</a>	Generate choreographic ideas through improvisation and physical brainstorming.
<a href="#">DA.912.S.2.3:</a>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.6:</a>	Use resistance, energy, time, and focus to vary expression and intent.
<a href="#">DA.912.S.3.9:</a>	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

<a href="#">DA.912.O.1.1:</a>	<p>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</p>
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <div data-bbox="561 390 1365 548" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p> </div>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <div data-bbox="561 638 1365 758" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p> </div>
<a href="#">DA.912.O.1.5:</a>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p> <div data-bbox="561 884 1365 1041" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p> </div>
<a href="#">DA.912.O.2.1:</a>	<p>Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.</p> <div data-bbox="561 1167 1365 1325" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax</p> </div>
<a href="#">DA.912.O.2.2:</a>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <div data-bbox="561 1415 1365 1608" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p> </div>
<a href="#">DA.912.O.2.3:</a>	<p>Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.</p> <div data-bbox="561 1698 1365 1856" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics</p> </div>

<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.4:</a>	Devise and/or use a method of recording or documenting choreography to remember and archive works.  <b>Remarks/Examples:</b> e.g., notes, video, Labanotation
<a href="#">DA.912.O.3.5:</a>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.  <b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment
<a href="#">DA.912.H.1.1:</a>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
<a href="#">DA.912.H.1.2:</a>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.2.1:</a>	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.  <b>Remarks/Examples:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
<a href="#">DA.912.H.2.3:</a>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<a href="#">DA.912.H.3.1:</a>	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.  <b>Remarks/Examples:</b> e.g., other performing and visual artists, inventors, scientists
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

<p><a href="#">DA.912.F.1.1:</a></p>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<p><a href="#">DA.912.F.1.2:</a></p>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p><b>Remarks/Examples:</b> e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<p><a href="#">DA.912.F.1.3:</a></p>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</p>
<p><a href="#">DA.912.F.3.4:</a></p>	<p>Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.</p>
<p><a href="#">DA.912.F.3.7:</a></p>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p>
<p><a href="#">DA.912.F.3.8:</a></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><a href="#">DA.912.F.3.9:</a></p>	<p>Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility.</p> <p><b>Remarks/Examples:</b> e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes</p>
<p><a href="#">TH.912.C.2.8:</a></p>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse</p>

	formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<a href="#">LAFS.1112.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">HE.912.C.1.1:</a>	Predict how healthy behaviors can affect health status.  <b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<a href="#">HE.912.C.1.4:</a>	Propose strategies to reduce or prevent injuries and health problems.

	<p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
	Analyze the movement performance of self and others.
<a href="#">PE.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<a href="#">PE.912.C.2.4:</a>	Choreograph complex dance sequences individually, with a partner or in a small group.
<a href="#">PE.912.C.2.5:</a>	Analyze the relationship between music and dance.
<a href="#">PE.912.M.1.6:</a>	Select appropriate music for dance forms and choreograph dance movements to music.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Repertory 1 (#0300400)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300400

**Abbreviated Title:** DANCE REPERT 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="545 1024 1367 1188" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.3.1:</a>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <div data-bbox="545 1352 1367 1518" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p> </div>
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.8:</a>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. <div data-bbox="545 1797 1367 1877" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b></p> </div>



	e.g., arabesque, lateral T, jazz hands
<a href="#">DA.912.O.1.2:</a>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. <b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.5:</a>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. <b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.3.2:</a>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. <b>Remarks/Examples:</b> e.g., literature, theatre, program music
<a href="#">DA.912.F.3.6:</a>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply

	suggestions appropriately to future performances or designs.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others.
	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Repertory 2 (#0300410)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300410

**Abbreviated Title:** DANCE REPEERT 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="545 1024 1367 1188" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.4:</a>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
<a href="#">DA.912.C.2.2:</a>	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. <div data-bbox="545 1497 1367 1703" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.3.1:</a>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.

	<p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.4:</a>	<p>Perform dance vocabulary with musicality and sensitivity.</p> <p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p>
<a href="#">DA.912.S.3.8:</a>	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p><b>Remarks/Examples:</b> e.g., arabesque, lateral T, jazz hands</p>
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.5:</a>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b></p>

	e.g., stage directions, lighting, equipment
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
<a href="#">DA.912.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
<a href="#">DA.912.H.3.2:</a>	<b>Remarks/Examples:</b> e.g., literature, theatre, program music
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
<a href="#">DA.912.F.3.6:</a>	<b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific

	or technical context relevant to grades 9–10 texts and topics.	
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.	
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.	
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>		
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## **Dance Repertory 3 Honors (#0300420)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300420

**Abbreviated Title:** DANCE REPERT 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which



delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="561 1352 1369 1520" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.4:</a>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
<a href="#">DA.912.C.2.1:</a>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <div data-bbox="561 1791 1369 1875" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., improvisation, trial and error, collaboration
<a href="#">DA.912.C.2.2:</a>	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.3.1:</a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<a href="#">DA.912.C.3.2:</a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p>
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.S.2.2:</a>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p>
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.4:</a>	Perform dance vocabulary with musicality and sensitivity.

	<p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p>
<a href="#">DA.912.S.3.8:</a>	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p><b>Remarks/Examples:</b> e.g., arabesque, lateral T, jazz hands</p>
<a href="#">DA.912.S.3.9:</a>	<p>Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.</p>
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>
<a href="#">DA.912.O.2.2:</a>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p><b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<a href="#">DA.912.O.3.1:</a>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<a href="#">DA.912.O.3.2:</a>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<a href="#">DA.912.O.3.5:</a>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.1.3:</a>	<p>Adhere to copyright laws for choreography and music licensing</p>

	to show respect for the intellectual property of others.
<a href="#">DA.912.H.3.1:</a>	<p>Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.</p> <p><b>Remarks/Examples:</b> e.g., other performing and visual artists, inventors, scientists</p>
<a href="#">DA.912.H.3.2:</a>	<p>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</p> <p><b>Remarks/Examples:</b> e.g., literature, theatre, program music</p>
<a href="#">DA.912.H.3.5:</a>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<a href="#">DA.912.F.1.1:</a>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<a href="#">DA.912.F.1.3:</a>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</p>
<a href="#">DA.912.F.2.1:</a>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p><b>Remarks/Examples:</b> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<a href="#">DA.912.F.3.2:</a>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.</p> <p><b>Remarks/Examples:</b> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<a href="#">DA.912.F.3.4:</a>	<p>Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.</p>
<a href="#">DA.912.F.3.6:</a>	<p>Practice conditioning methods that complement the physical</p>

	instrument, and determine the degree of personal improvement in established dance techniques.
	<p><b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.

[PE.912.C.2.3:](#)

Analyze the movement performance of self and others.

**Remarks/Examples:**

Some examples are video analysis and checklist.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Dance Repertory 4 Honors (#0300430)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300430

**Abbreviated Title:** DANCE REPERT 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <div data-bbox="561 1161 1367 1325" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.3:</a>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <div data-bbox="561 1446 1367 1570" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., journal entries, discussion</p> </div>
<a href="#">DA.912.C.1.4:</a>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<a href="#">DA.912.C.2.4:</a>	<p>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</p>
<a href="#">DA.912.C.3.1:</a>	<p>Critique the quality and effectiveness of performances based on</p>



	exemplary models and self-established criteria.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p> </div>
<a href="#">DA.912.C.3.2:</a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.S.2.2:</a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</p> </div>
<a href="#">DA.912.S.2.3:</a>	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
<a href="#">DA.912.S.2.4:</a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#">DA.912.S.3.1:</a>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.3:</a>	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
<a href="#">DA.912.S.3.4:</a>	Perform dance vocabulary with musicality and sensitivity.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., on the counts, fill the music, emulate musical nuance</p> </div>
<a href="#">DA.912.S.3.7:</a>	Move with agility, alone and relative to others, to perform complex dance sequences.
<a href="#">DA.912.S.3.8:</a>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., arabesque, lateral T, jazz hands</p> </div>
<a href="#">DA.912.S.3.9:</a>	Demonstrate mastery of dance technique to perform technical

	skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#">DA.912.O.1.3:</a>	<p>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</p> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p>
<a href="#">DA.912.O.2.2:</a>	<p>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</p> <p><b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.5:</a>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.1.2:</a>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.3.1:</a>	<p>Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.</p> <p><b>Remarks/Examples:</b> e.g., other performing and visual artists, inventors, scientists</p>

<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.1.1:</a>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<a href="#">DA.912.F.1.3:</a>	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
<a href="#">DA.912.F.2.2:</a>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p><b>Remarks/Examples:</b> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<a href="#">DA.912.F.3.2:</a>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</p> <p><b>Remarks/Examples:</b> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<a href="#">DA.912.F.3.3:</a>	<p>Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.</p> <p><b>Remarks/Examples:</b> e.g., attire, etiquette, professional presentation, technique, conditioning</p>
<a href="#">DA.912.F.3.4:</a>	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
<a href="#">DA.912.F.3.6:</a>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p><b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others.
	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Dance History and Aesthetics 1 (#0300450)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300450

**Abbreviated Title:** DANCE HIST/AESTH 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.3:</a>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.  <b>Remarks/Examples:</b> e.g., journal entries, discussion
<a href="#">DA.912.C.2.4:</a>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<a href="#">DA.912.C.3.1:</a>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.  <b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.O.1.1:</a>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<a href="#">DA.912.O.2.2:</a>	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.  <b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille

<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.H.1.4:</a>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<a href="#">DA.912.H.1.6:</a>	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. <b>Remarks/Examples:</b> e.g., Swan Lake, Serenade, West Side Story, Revelations
<a href="#">DA.912.H.2.1:</a>	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. <b>Remarks/Examples:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
<a href="#">DA.912.H.2.2:</a>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<a href="#">DA.912.H.3.2:</a>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. <b>Remarks/Examples:</b> e.g., literature, theatre, program music
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.1.1:</a>	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. <b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
<a href="#">DA.912.F.3.7:</a>	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. <b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse



	media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.5:</a>	Analyze the relationship between music and dance.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance History and Aesthetics 2 Honors (#0300460)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300460

**Abbreviated Title:** DANCE HIST/AESTHS 2 H

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the global origins, influences of dance forms, styles, and choreographers in dance History prior to the 20th century, researching the political, social, and ethnic influences of these early dance periods. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.1.1:</a>	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
<a href="#">DA.912.C.1.3:</a>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.  <div data-bbox="560 1024 1369 1150" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., journal entries, discussion</p> </div>
<a href="#">DA.912.C.2.4:</a>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<a href="#">DA.912.C.3.1:</a>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.  <div data-bbox="560 1352 1369 1514" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design, lighting, costumes, music</p> </div>
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.O.1.1:</a>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<a href="#">DA.912.O.1.2:</a>	Apply standards of class and performance etiquette consistently to attain optimal working conditions.  <div data-bbox="560 1797 1369 1877" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., appropriate attire, professional respect, traditions, procedures
<a href="#">DA.912.O.1.3:</a>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. <b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté
<a href="#">DA.912.O.1.4:</a>	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer. <b>Remarks/Examples:</b> e.g., purposes of warm-ups, progressions, phrase work
<a href="#">DA.912.O.2.2:</a>	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. <b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
<a href="#">DA.912.O.3.1:</a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#">DA.912.O.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<a href="#">DA.912.H.1.1:</a>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
<a href="#">DA.912.H.1.2:</a>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.1.4:</a>	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
<a href="#">DA.912.H.1.5:</a>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<a href="#">DA.912.H.1.6:</a>	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique,

	aesthetic appeal, cultural influence, and/or social value.
	<p><b>Remarks/Examples:</b> e.g., Swan Lake, Serenade, West Side Story, Revelations</p>
<a href="#">DA.912.H.2.1:</a>	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <p><b>Remarks/Examples:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p>
<a href="#">DA.912.H.2.3:</a>	<p>Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.</p>
<a href="#">DA.912.H.3.1:</a>	<p>Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.</p> <p><b>Remarks/Examples:</b> e.g., other performing and visual artists, inventors, scientists</p>
<a href="#">DA.912.H.3.5:</a>	<p>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</p>
<a href="#">DA.912.F.1.1:</a>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p>
<a href="#">DA.912.F.1.2:</a>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p><b>Remarks/Examples:</b> e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>
<a href="#">DA.912.F.1.3:</a>	<p>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</p>
<a href="#">DA.912.F.2.2:</a>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p>

	<p><b>Remarks/Examples:</b> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<p><a href="#">DA.912.F.3.7:</a></p>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RST.2.4:</a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#">LAFS.1112.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.1112.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">LAFS.1112.WHST.3.9:</a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#">PE.912.C.2.5:</a></p>	<p>Analyze the relationship between music and dance.</p>

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Dance Kinesiology and Somatics 1 (#0300480)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300480

**Abbreviated Title:** DANCE KINE/SOMAT 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**



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

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

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

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

Name	Description
<a href="#">SC.912.L.14.14:</a>	Identify the major bones of the axial and appendicular skeleton.
<a href="#">DA.912.C.2.1:</a>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., improvisation, trial and error, collaboration</p> </div>
<a href="#">DA.912.C.2.2:</a>	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.2.4:</a>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<a href="#">DA.912.C.3.2:</a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., time management, refining dance steps, research
<a href="#">DA.912.S.1.3:</a>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<a href="#">DA.912.S.2.2:</a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.  <b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus
<a href="#">DA.912.S.3.1:</a>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#">DA.912.S.3.5:</a>	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.  <b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand
<a href="#">DA.912.O.1.3:</a>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.  <b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté
<a href="#">DA.912.O.1.4:</a>	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.  <b>Remarks/Examples:</b> e.g., purposes of warm-ups, progressions, phrase work
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.2.2:</a>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<a href="#">DA.912.H.3.3:</a>	Explain the importance of proper nutrition, injury prevention,

	and safe practices to optimal performance and the life-long health of a dancer.
<a href="#">DA.912.H.3.4:</a>	<p>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</p> </div>
<a href="#">DA.912.H.3.5:</a>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<a href="#">DA.912.F.1.2:</a>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p> </div>
<a href="#">DA.912.F.1.3:</a>	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
<a href="#">DA.912.F.2.1:</a>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p> </div>
<a href="#">DA.912.F.3.10:</a>	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
<a href="#">DA.912.F.3.2:</a>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p> </div>
<a href="#">DA.912.F.3.5:</a>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.

<p><a href="#">DA.912.F.3.6:</a></p>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p> </div>
<p><a href="#">DA.912.F.3.7:</a></p>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p> </div>
<p><a href="#">DA.912.F.3.8:</a></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RST.2.4:</a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#">LAFS.1112.RST.3.7:</a></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">HE.912.C.1.1:</a></p>	<p>Predict how healthy behaviors can affect health status.</p>

	<p><b>Remarks/Examples:</b>          Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#">HE.912.C.1.4:</a></p>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p><b>Remarks/Examples:</b>          Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><a href="#">PE.912.C.2.10:</a></p>	<p>Analyze long-term benefits of regularly participating in physical activity.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Dance Kinesiology and Somatics 2 (#0300600)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300600

**Abbreviated Title:** DANCE KINE/SOMAT 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students will acquire skills and knowledge related to kinesiology, physiology, anatomy, movement science, dance medicine, dance therapy and bodywork. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">SC.912.L.14.19:</a>	Explain the physiology of skeletal muscle.
<a href="#">SC.912.L.14.20:</a>	Identify the major muscles of the human on a model or diagram. <div data-bbox="560 800 1369 926" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              Refer to MAFS.K12.MP.4: Model with mathematics.</p> </div>
<a href="#">DA.912.C.1.2:</a>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <div data-bbox="560 1052 1369 1213" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> </div>
<a href="#">DA.912.C.1.4:</a>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
<a href="#">DA.912.C.2.2:</a>	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. <div data-bbox="560 1524 1369 1724" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.C.3.2:</a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique

	or composition.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p> </div>
<a href="#">DA.912.S.1.3:</a>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<a href="#">DA.912.S.3.1:</a>	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
<a href="#">DA.912.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
<a href="#">DA.912.S.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rise, one foot to two feet, hand</p> </div>
<a href="#">DA.912.O.1.3:</a>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., tendu-dégagé-grand battement-grand jeté</p> </div>
<a href="#">DA.912.O.1.4:</a>	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., purposes of warm-ups, progressions, phrase work</p> </div>
<a href="#">DA.912.O.3.2:</a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#">DA.912.O.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<a href="#">DA.912.H.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#">DA.912.H.2.3:</a>	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
<a href="#">DA.912.H.3.3:</a>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<a href="#">DA.912.H.3.4:</a>	Improvise or choreograph and share a dance piece that



demonstrates and kinesthetically reinforces understanding of a process studied in another content area.

**Remarks/Examples:**

e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event

[DA.912.F.2.1:](#)

Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.

**Remarks/Examples:**

e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist

[DA.912.F.2.2:](#)

Investigate local, regional, state, national, and global resources to support dance-related work and study.

**Remarks/Examples:**

e.g., cultural organizations, private dance studios, grants, scholarships, job-search services

[DA.912.F.3.10:](#)

Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.

[DA.912.F.3.2:](#)

Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.

**Remarks/Examples:**

e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment

[DA.912.F.3.5:](#)

Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.

[DA.912.F.3.6:](#)

Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.

**Remarks/Examples:**

e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines

[DA.912.F.3.7:](#)

Create and follow a plan to meet deadlines for projects to show initiative and self-direction.

	<p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p>
<p><a href="#">DA.912.F.3.8:</a></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RST.2.4:</a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#">LAFS.1112.RST.3.7:</a></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">HE.912.C.1.1:</a></p>	<p>Predict how healthy behaviors can affect health status.</p> <p><b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#">HE.912.C.1.4:</a></p>	<p>Propose strategies to reduce or prevent injuries and health problems.</p>

**Remarks/Examples:**

Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

[PE.912.C.2.10:](#)

Analyze long-term benefits of regularly participating in physical activity.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Dance Seminar & Career Preparation Honors (#0300620)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300620

**Abbreviated Title:** DAN CAR PREP HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students participate in primarily student-led discussions on topics generally selected by class members pertaining to career matches to their own skills. Topics may include, but are not limited to, résumé building; audition preparation; and careers in the field of dance performance, production, management, education, therapy, and arts administration. A capstone project or internship may be expected at the completion of this course. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.C.2.2:</a>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <div data-bbox="561 1199 1367 1402" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> </div>
<a href="#">DA.912.C.2.3:</a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <div data-bbox="561 1646 1367 1812" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., appropriate attire, professional respect, traditions, procedures</p> </div>
<a href="#">DA.912.O.2.2:</a>	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

	<p><b>Remarks/Examples:</b> e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</p>
<a href="#">DA.912.O.2.3:</a>	<p>Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.</p> <p><b>Remarks/Examples:</b> e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics</p>
<a href="#">DA.912.O.3.4:</a>	<p>Devise and/or use a method of recording or documenting choreography to remember and archive works.</p> <p><b>Remarks/Examples:</b> e.g., notes, video, Labanotation</p>
<a href="#">DA.912.O.3.5:</a>	<p>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</p> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p>
<a href="#">DA.912.H.1.3:</a>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<a href="#">DA.912.H.1.5:</a>	<p>Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.</p>
<a href="#">DA.912.H.2.2:</a>	<p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p>
<a href="#">DA.912.H.2.3:</a>	<p>Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.</p>
<a href="#">DA.912.H.3.3:</a>	<p>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</p>
<a href="#">DA.912.F.1.2:</a>	<p>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</p> <p><b>Remarks/Examples:</b> e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</p>

<p><a href="#">DA.912.F.2.1:</a></p>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p><b>Remarks/Examples:</b> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<p><a href="#">DA.912.F.2.2:</a></p>	<p>Investigate local, regional, state, national, and global resources to support dance-related work and study.</p> <p><b>Remarks/Examples:</b> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</p>
<p><a href="#">DA.912.F.2.3:</a></p>	<p>Research the breadth and depth to which a dance company or performing arts center enhances the local and regional economy.</p> <p><b>Remarks/Examples:</b> e.g., hotel stays, ticket sales, local eateries, building rent, tech crews, ushers, printers</p>
<p><a href="#">DA.912.F.3.2:</a></p>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.</p> <p><b>Remarks/Examples:</b> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<p><a href="#">DA.912.F.3.3:</a></p>	<p>Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.</p> <p><b>Remarks/Examples:</b> e.g., attire, etiquette, professional presentation, technique, conditioning</p>
<p><a href="#">DA.912.F.3.4:</a></p>	<p>Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.</p>
<p><a href="#">DA.912.F.3.7:</a></p>	<p>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</p> <p><b>Remarks/Examples:</b> e.g., collaboration, scheduling, accountability, follow-through</p>

<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## Dance Transfer (#0300990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0300990

**Abbreviated Title:** DANCE TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Introduction to Drama (#0400300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400300

**Abbreviated Title:** INTROD DRAMA

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

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. <div data-bbox="544 1255 1367 1423" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> </div>
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. <div data-bbox="544 1703 1367 1833" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p> </div>
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a

	<p>character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.8:</a>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.3.4:</a>	<p>Create a performance piece to document a significant issue or event.</p> <p><b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue</p>
<a href="#">TH.912.H.2.6:</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#">TH.912.H.3.1:</a>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
<a href="#">TH.912.H.3.3:</a>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>

<a href="#">TH.912.F.1.3:</a>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<a href="#">TH.912.F.3.4:</a>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p> </div>
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#">LAFS.910.RI.2.6:</a>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">PE.912.C.2.3:</a>	<p>Analyze the movement performance of self and others.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Theatre 1 (#0400310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400310

**Abbreviated Title:** THEATRE 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

### **GENERAL NOTES**

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Name	Description
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">TH.912.C.1.2:</a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment



	tools, coaching, feedback, and/or constructive criticism.
	<p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media.
	<p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.2.2:</a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
	<p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
	<p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.8:</a>	Strengthen acting skills by engaging in theatre games and improvisations.
	<p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its

	<p>basic, structural elements to support development of a directorial concept, characterization, and design.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p> </div>
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.2.8:</a>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<a href="#">TH.912.O.3.2:</a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p> </div>
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.6:</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#">TH.912.H.3.3:</a>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p> </div>
<a href="#">TH.912.H.3.5:</a>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create believable characters and settings. <b>Remarks/Examples:</b> e.g., scenery, costumes, props
<a href="#">TH.912.F.1.2:</a>	Solve short conflict-driven scenarios through improvisation.
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.4:</a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. <b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<a href="#">TH.912.F.3.5:</a>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. <b>Remarks/Examples:</b> e.g., script-writing, set design, costume design
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and

	origin of the information.	
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Analyze the movement performance of self and others.	
<a href="#">PE.912.C.2.3:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>		
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.	
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## **Theatre 2 (#0400320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400320

**Abbreviated Title:** THEATRE 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

### **GENERAL NOTES**

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">TH.912.C.1.2:</a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment

	tools, coaching, feedback, and/or constructive criticism.
	<p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media.
	<p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
	Develop criteria that may be applied to the selection and performance of theatrical work.
<a href="#">TH.912.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<a href="#">TH.912.S.1.5:</a>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
	Create one or more technical design documents for a theatrical production.
<a href="#">TH.912.S.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<a href="#">TH.912.S.2.2:</a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
	<p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

	<p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.5:</a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.8:</a>	Strengthen acting skills by engaging in theatre games and improvisations.
	<p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	<p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<a href="#">TH.912.O.2.2:</a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.2.8:</a>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<a href="#">TH.912.O.3.2:</a>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
	<p><b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<a href="#">TH.912.O.3.3:</a>	Analyze and demonstrate how to use various media to impact theatrical productions.



	<p><b>Remarks/Examples:</b> e.g., projections, digital video, sound, animation, intelligent lighting</p>
<a href="#">TH.912.O.3.4:</a>	<p>Create a performance piece to document a significant issue or event.</p> <p><b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue</p>
<a href="#">TH.912.H.1.2:</a>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.</p>
<a href="#">TH.912.H.1.4:</a>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p>
<a href="#">TH.912.H.1.5:</a>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>
<a href="#">TH.912.H.2.1:</a>	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p>
<a href="#">TH.912.H.2.11:</a>	<p>Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.</p>
<a href="#">TH.912.H.2.2:</a>	<p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.</p>
<a href="#">TH.912.H.2.3:</a>	<p>Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.</p>
<a href="#">TH.912.H.3.1:</a>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
<a href="#">TH.912.H.3.3:</a>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>

<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#">TH.912.H.3.5:</a>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p> </div>
<a href="#">TH.912.F.1.1:</a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., scenery, costumes, props</p> </div>
<a href="#">TH.912.F.1.2:</a>	Solve short conflict-driven scenarios through improvisation.
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.2.3:</a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.4:</a>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p> </div>
<a href="#">TH.912.F.3.5:</a>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., script-writing, set design, costume design</p> </div>
<a href="#">TH.912.F.3.7:</a>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RI.1.3:</a>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they

	are introduced and developed, and the connections that are drawn between them.
<a href="#">LAFS.910.RI.2.6:</a>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Theatre 3 Honors (#0400330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400330

**Abbreviated Title:** THEATRE 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **GENERAL NOTES**

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

Name	Description
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">TH.912.C.1.2:</a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. <div data-bbox="561 1503 1369 1629" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

	<p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#">TH.912.C.1.8:</a>	Apply the components of aesthetics and criticism to a theatrical performance or design.
	<p><b>Remarks/Examples:</b> e.g., description, interpretation, judgment, theorizing</p>
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.3:</a>	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
	<p><b>Remarks/Examples:</b> e.g., proscenium, thrust, arena, black box</p>
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
	<p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media.

	<p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#">TH.912.C.3.2:</a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.2:</a>	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	Develop criteria that may be applied to the selection and performance of theatrical work.
<a href="#">TH.912.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
<a href="#">TH.912.S.1.4:</a>	<p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#">TH.912.S.1.5:</a>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
	Create one or more technical design documents for a theatrical production.
<a href="#">TH.912.S.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
<a href="#">TH.912.S.2.2:</a>	<p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and

	show how the analysis clarifies the character's physical and emotional dimensions.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p> </div>
<a href="#">TH.912.S.2.5:</a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
	Strengthen acting skills by engaging in theatre games and improvisations.
<a href="#">TH.912.S.2.8:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p> </div>
<a href="#">TH.912.S.2.9:</a>	Research and defend one's own artistic choices as a designer.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.S.3.4:</a>	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
<a href="#">TH.912.S.3.5:</a>	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
<a href="#">TH.912.S.3.6:</a>	Compare the Stanislavski Method with other acting methods to support development of a personal method.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p> </div>
<a href="#">TH.912.O.1.2:</a>	Compare the conventions of western theatre with eastern theatre practices.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., puppetry, masks, stage space, symbolism</p> </div>
<a href="#">TH.912.O.1.4:</a>	Write an original script or a dramatic adaptation of a literary



	work to demonstrate knowledge of theatrical conventions.
<a href="#">TH.912.O.2.1:</a>	Apply the principles of dramatic structure to the writing of a one-act play.
<a href="#">TH.912.O.2.2:</a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.2.6:</a>	Deconstruct a play, using an established theory, to understand its dramatic structure.  <b>Remarks/Examples:</b> e.g., Aristotle's Poetics
<a href="#">TH.912.O.2.7:</a>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.  <b>Remarks/Examples:</b> e.g., audience, writing, space, design
<a href="#">TH.912.O.2.8:</a>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<a href="#">TH.912.O.3.2:</a>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.  <b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
<a href="#">TH.912.O.3.3:</a>	Analyze and demonstrate how to use various media to impact theatrical productions.  <b>Remarks/Examples:</b> e.g., projections, digital video, sound, animation, intelligent lighting
<a href="#">TH.912.O.3.4:</a>	Create a performance piece to document a significant issue or event.  <b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue
<a href="#">TH.912.O.3.5:</a>	Design technical elements to document the progression of a character, plot, or theme.

<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.3:</a>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.1:</a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<a href="#">TH.912.H.2.10:</a>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.6:</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#">TH.912.H.2.8:</a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.  <b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities
<a href="#">TH.912.H.3.2:</a>	Compare the applications of various art forms used in theatre production.
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.  <b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create

	believable characters and settings.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p> </div>
<a href="#">TH.912.F.1.2:</a>	Solve short conflict-driven scenarios through improvisation.
<a href="#">TH.912.F.1.3:</a>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
<a href="#">TH.912.F.2.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., body of work, references, résumé, artist statement</p> </div>
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.2.3:</a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#">TH.912.F.2.5:</a>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
<a href="#">TH.912.F.3.6:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p> </div>
<a href="#">TH.912.F.3.7:</a>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<a href="#">LAFS.1112.RL.1.2:</a>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<a href="#">LAFS.1112.RL.1.3:</a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order

	to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Theatre 4 Honors (#0400340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400340

**Abbreviated Title:** THEATRE 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **GENERAL NOTES**

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

Name	Description
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">TH.912.C.1.1:</a>	Devise an original work based on a global issue that explores various solutions to a problem. <div data-bbox="560 1430 1369 1556" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., global warming, AIDS, food shortage, genocide</p> </div>
<a href="#">TH.912.C.1.2:</a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. <div data-bbox="560 1671 1369 1797" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#">TH.912.C.1.8:</a>	Apply the components of aesthetics and criticism to a theatrical performance or design. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., description, interpretation, judgment, theorizing</p> </div>
<a href="#">TH.912.C.2.2:</a>	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., multiple characters, multiple settings, multiple time periods</p> </div>
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> </div>
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p> </div>
<a href="#">TH.912.C.3.2:</a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the



	production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.2:</a>	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
<a href="#">TH.912.S.1.3:</a>	Develop criteria that may be applied to the selection and performance of theatrical work. <b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#">TH.912.S.1.4:</a>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. <b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<a href="#">TH.912.S.1.5:</a>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.1.7:</a>	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. <b>Remarks/Examples:</b> e.g., blocking, pacing, mood, concept, style
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. <b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive
<a href="#">TH.912.S.2.2:</a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. <b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

	<p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.2.5:</a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.7:</a>	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
<a href="#">TH.912.S.2.8:</a>	Strengthen acting skills by engaging in theatre games and improvisations.
	<p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.4:</a>	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
<a href="#">TH.912.S.3.7:</a>	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
<a href="#">TH.912.S.3.8:</a>	Direct a scene or one-act play.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	<p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<a href="#">TH.912.O.1.2:</a>	Compare the conventions of western theatre with eastern theatre practices.
	<p><b>Remarks/Examples:</b></p>

	e.g., puppetry, masks, stage space, symbolism
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.1.4:</a>	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
<a href="#">TH.912.O.2.1:</a>	Apply the principles of dramatic structure to the writing of a one-act play.
<a href="#">TH.912.O.2.2:</a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#">TH.912.O.2.3:</a>	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.  <b>Remarks/Examples:</b> e.g., Shakespeare, classical Greek
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.2.5:</a>	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.  <b>Remarks/Examples:</b> e.g., playwrights, performers, directors, producers, designers
<a href="#">TH.912.O.2.6:</a>	Deconstruct a play, using an established theory, to understand its dramatic structure.  <b>Remarks/Examples:</b> e.g., Aristotle's Poetics
<a href="#">TH.912.O.2.7:</a>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.  <b>Remarks/Examples:</b> e.g., audience, writing, space, design
<a href="#">TH.912.O.3.1:</a>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

	<p><b>Remarks/Examples:</b> e.g., correct terminology, plots, production meetings, headset etiquette</p>
<a href="#">TH.912.O.3.4:</a>	<p>Create a performance piece to document a significant issue or event.</p> <p><b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue</p>
<a href="#">TH.912.O.3.5:</a>	<p>Design technical elements to document the progression of a character, plot, or theme.</p>
<a href="#">TH.912.O.3.7:</a>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p><b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
<a href="#">TH.912.H.1.1:</a>	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p>
<a href="#">TH.912.H.1.2:</a>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.</p>
<a href="#">TH.912.H.1.3:</a>	<p>Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.</p>
<a href="#">TH.912.H.1.4:</a>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p>
<a href="#">TH.912.H.1.5:</a>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>
<a href="#">TH.912.H.2.1:</a>	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p>
<a href="#">TH.912.H.2.10:</a>	<p>Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.</p>
<a href="#">TH.912.H.2.3:</a>	<p>Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.</p>
<a href="#">TH.912.H.2.4:</a>	<p>Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.</p>

<a href="#">TH.912.H.2.5:</a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#">TH.912.H.2.7:</a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#">TH.912.H.2.9:</a>	Create scenes that satirize current political or social events. <b>Remarks/Examples:</b> e.g., improvise, script, perform
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. <b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities
<a href="#">TH.912.H.3.2:</a>	Compare the applications of various art forms used in theatre production.
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. <b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create believable characters and settings. <b>Remarks/Examples:</b> e.g., scenery, costumes, props
<a href="#">TH.912.F.1.3:</a>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<a href="#">TH.912.F.1.4:</a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#">TH.912.F.2.1:</a>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. <b>Remarks/Examples:</b> e.g., body of work, references, résumé, artist statement

<a href="#">TH.912.F.2.4:</a>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<a href="#">TH.912.F.2.5:</a>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<a href="#">TH.912.F.3.1:</a>	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.  <b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters
<a href="#">TH.912.F.3.2:</a>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.6:</a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.  <b>Remarks/Examples:</b> e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<a href="#">TH.912.F.3.8:</a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#">LAFS.1112.RL.1.2:</a>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<a href="#">LAFS.1112.RL.1.3:</a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Theatre History and Literature 1 (#0400350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400350

**Abbreviated Title:** THEA HIST LIT 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **Instructional Practices**

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

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

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level



words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. <div data-bbox="545 1472 1369 1633" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> </div>
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media. <div data-bbox="545 1717 1369 1843" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p> </div>
<a href="#">TH.912.S.1.4:</a>	Compare the artistic content as described by playwrights, actors,

	<p>designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#">TH.912.S.2.3:</a>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.3.9:</a>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>
<a href="#">TH.912.O.1.2:</a>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p><b>Remarks/Examples:</b> e.g., puppetry, masks, stage space, symbolism</p>
<a href="#">TH.912.O.2.3:</a>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p><b>Remarks/Examples:</b> e.g., Shakespeare, classical Greek</p>
<a href="#">TH.912.O.2.5:</a>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p><b>Remarks/Examples:</b> e.g., playwrights, performers, directors, producers, designers</p>
<a href="#">TH.912.O.2.6:</a>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p><b>Remarks/Examples:</b> e.g., Aristotle's Poetics</p>
<a href="#">TH.912.O.3.2:</a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and</p>

	response.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p> </div>
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.8:</a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
	Explain how the social interactions of daily life are manifested in theatre.
<a href="#">TH.912.H.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p> </div>
<a href="#">TH.912.F.1.4:</a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">LAFS.910.RL.1.2:</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RL.1.3:</a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place;

	how it sets a formal or informal tone).
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#">LAFS.910.RL.2.6:</a>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<a href="#">LAFS.910.RL.3.7:</a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<a href="#">LAFS.910.RL.3.9:</a>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Theatre History and Literature 2 Honors (#0400360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400360

**Abbreviated Title:** THEA HIST LIT 2 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **Special Notes:**

##### **Instructional Practices**

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

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

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted,

students are challenged to think and collaborate critically on the content they are learning.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.  <b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting

	influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.2.8:</a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.1:</a>	<p>Explore commonalities between works of theatre and other performance media.</p> <p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#">TH.912.S.1.4:</a>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#">TH.912.S.2.3:</a>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.</p> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.3.9:</a>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>
<a href="#">TH.912.O.1.2:</a>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p><b>Remarks/Examples:</b> e.g., puppetry, masks, stage space, symbolism</p>
<a href="#">TH.912.O.2.3:</a>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p><b>Remarks/Examples:</b> e.g., Shakespeare, classical Greek</p>
<a href="#">TH.912.O.2.5:</a>	<p>Explain how the contributions and methods of significant</p>

	<p>individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p><b>Remarks/Examples:</b> e.g., playwrights, performers, directors, producers, designers</p>
<a href="#">TH.912.O.2.6:</a>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p><b>Remarks/Examples:</b> e.g., Aristotle's Poetics</p>
<a href="#">TH.912.O.2.7:</a>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p><b>Remarks/Examples:</b> e.g., audience, writing, space, design</p>
<a href="#">TH.912.O.3.2:</a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p><b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.10:</a>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.6:</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.



<a href="#">TH.912.H.2.8:</a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.	
	Create scenes that satirize current political or social events.	
<a href="#">TH.912.H.2.9:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., improvise, script, perform</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., improvise, script, perform</p>
<p><b>Remarks/Examples:</b> e.g., improvise, script, perform</p>		
<a href="#">TH.912.H.3.2:</a>	Compare the applications of various art forms used in theatre production.	
<a href="#">TH.912.F.1.4:</a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.	
<a href="#">TH.912.F.2.5:</a>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.	
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.	
	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.	
<a href="#">TH.912.F.3.5:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., script-writing, set design, costume design</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., script-writing, set design, costume design</p>
<p><b>Remarks/Examples:</b> e.g., script-writing, set design, costume design</p>		
<a href="#">LAFS.910.RL.1.2:</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
<a href="#">LAFS.910.RL.1.3:</a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
<a href="#">LAFS.910.RL.2.6:</a>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	
<a href="#">LAFS.910.RL.3.7:</a>	Analyze the representation of a subject or a key scene in two	

	different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<a href="#">LAFS.910.RL.3.9:</a>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Acting 1 (#0400370)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400370

**Abbreviated Title:** ACTING 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> </div>
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.8:</a>	Strengthen acting skills by engaging in theatre games and improvisations.

	<p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.O.1.1:</a>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<a href="#">TH.912.O.2.2:</a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.6:</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#">TH.912.H.3.1:</a>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
<a href="#">TH.912.H.3.3:</a>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#">TH.912.H.3.5:</a>	Explain how the social interactions of daily life are manifested in

	<p>theatre.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p> </div>
<a href="#">TH.912.F.1.1:</a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., scenery, costumes, props</p> </div>
<a href="#">TH.912.F.1.2:</a>	Solve short conflict-driven scenarios through improvisation.
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.4:</a>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p> </div>
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#">LAFS.910.RI.2.6:</a>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and

	origin of the information.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Acting 2 (#0400380)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400380

**Abbreviated Title:** ACTING 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**



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

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

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

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

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

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

LAFS.910.SL.1.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Name	Description
<a href="#">TH.912.C.1.2:</a>	<p>Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.</p> <div data-bbox="545 1087 1367 1213" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment

	tools, coaching, feedback, and/or constructive criticism.
	<p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.1:</a>	<p>Explore commonalities between works of theatre and other performance media.</p> <p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.1.3:</a>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.2.3:</a>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.</p> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.8:</a>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its

	<p>basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.2.2:</a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#">TH.912.O.2.7:</a>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p><b>Remarks/Examples:</b> e.g., audience, writing, space, design</p>
<a href="#">TH.912.O.3.4:</a>	<p>Create a performance piece to document a significant issue or event.</p> <p><b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue</p>
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.9:</a>	<p>Create scenes that satirize current political or social events.</p> <p><b>Remarks/Examples:</b> e.g., improvise, script, perform</p>
<a href="#">TH.912.H.3.1:</a>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

	<p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#">TH.912.H.3.5:</a>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p><b>Remarks/Examples:</b> e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<a href="#">TH.912.F.1.1:</a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p>
<a href="#">TH.912.F.2.1:</a>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p><b>Remarks/Examples:</b> e.g., body of work, references, résumé, artist statement</p>
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.2.3:</a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.6:</a>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p><b>Remarks/Examples:</b> e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<a href="#">LAFS.910.RL.1.3:</a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in

	the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Acting 3 (#0400390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400390

**Abbreviated Title:** ACTING 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.2:</a>	<p>Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.</p> <div data-bbox="561 940 1367 1066" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <div data-bbox="561 1793 1367 1873" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media.  <b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading
<a href="#">TH.912.C.3.2:</a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#">TH.912.S.1.2:</a>	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
<a href="#">TH.912.S.1.3:</a>	Develop criteria that may be applied to the selection and performance of theatrical work.  <b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.  <b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.  <b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.5:</a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.



<p><a href="#">TH.912.S.2.8:</a></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<p><a href="#">TH.912.S.3.2:</a></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>
<p><a href="#">TH.912.S.3.3:</a></p>	<p>Develop acting skills and techniques in the rehearsal process.</p>
<p><a href="#">TH.912.S.3.5:</a></p>	<p>Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.</p>
<p><a href="#">TH.912.S.3.7:</a></p>	<p>Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.</p>
<p><a href="#">TH.912.O.1.1:</a></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<p><a href="#">TH.912.O.1.3:</a></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<p><a href="#">TH.912.O.2.2:</a></p>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.</p>
<p><a href="#">TH.912.O.2.4:</a></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p>
<p><a href="#">TH.912.O.2.8:</a></p>	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p>
<p><a href="#">TH.912.O.3.1:</a></p>	<p>Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.</p> <p><b>Remarks/Examples:</b> e.g., correct terminology, plots, production meetings, headset etiquette</p>
<p><a href="#">TH.912.O.3.4:</a></p>	<p>Create a performance piece to document a significant issue or event.</p> <p><b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue</p>

<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.4:</a>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<a href="#">TH.912.H.2.7:</a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p> </div>
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p> </div>
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create believable characters and settings. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p> </div>
<a href="#">TH.912.F.2.1:</a>	Create and maintain a portfolio for a variety of college or job

	interviews that can be customized for each opportunity.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., body of work, references, résumé, artist statement</p> </div>
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.2.5:</a>	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.4:</a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p> </div>
<a href="#">TH.912.F.3.6:</a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p> </div>
<a href="#">LAFS.1112.RL.1.3:</a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#">LAFS.1112.RL.2.6:</a>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<a href="#">LAFS.1112.RL.3.7:</a>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">PE.912.C.2.3:</a>	Analyze the movement performance of self and others. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Acting 4 Honors (#0400400)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400400

**Abbreviated Title:** ACTING 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.2:</a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.2:</a>	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., multiple characters, multiple settings, multiple time</p> </div>

	periods
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.1:</a>	<p>Explore commonalities between works of theatre and other performance media.</p> <p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#">TH.912.C.3.2:</a>	<p>Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.</p> <p>Develop criteria that may be applied to the selection and performance of theatrical work.</p>
<a href="#">TH.912.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<a href="#">TH.912.S.1.4:</a>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#">TH.912.S.1.5:</a>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create

	performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p> </div>
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p> </div>
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.5:</a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.S.3.6:</a>	Compare the Stanislavski Method with other acting methods to support development of a personal method.
<a href="#">TH.912.S.3.7:</a>	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p> </div>
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.



<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.2.6:</a>	Deconstruct a play, using an established theory, to understand its dramatic structure. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., Aristotle's Poetics</div>
<a href="#">TH.912.O.2.8:</a>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<a href="#">TH.912.O.3.4:</a>	Create a performance piece to document a significant issue or event. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., pantomime, improvisation, scene, monologue</div>
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.3:</a>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.7:</a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#">TH.912.H.2.8:</a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</div>
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance

	<p>presentations of characters, environments, and actions in performance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p> </div>
<a href="#">TH.912.F.1.1:</a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., scenery, costumes, props</p> </div>
<a href="#">TH.912.F.2.1:</a>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., body of work, references, résumé, artist statement</p> </div>
<a href="#">TH.912.F.2.3:</a>	<p>Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.</p>
<a href="#">TH.912.F.3.3:</a>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p>
<a href="#">TH.912.F.3.4:</a>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p> </div>
<a href="#">TH.912.F.3.5:</a>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., script-writing, set design, costume design</p> </div>
<a href="#">TH.912.F.3.6:</a>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p>

	<p><b>Remarks/Examples:</b>  e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<a href="#">LAFS.1112.RL.1.3:</a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#">LAFS.1112.RL.2.5:</a>	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<a href="#">LAFS.1112.RL.2.6:</a>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis,

	reflection, and research.
	Analyze the movement performance of self and others.
<a href="#">PE.912.C.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Technical Theatre Design & Production 1 (#0400410)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400410

**Abbreviated Title:** TECH THEA DES&PROD 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. 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.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">SC.912.P.10.15:</a>	<p>Investigate and explain the relationships among current, voltage, resistance, and power.</p> <div data-bbox="545 1125 1367 1295" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.</p> </div>
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <div data-bbox="545 1415 1367 1541" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </div>
<a href="#">TH.912.C.1.3:</a>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p>
<a href="#">TH.912.C.1.4:</a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <div data-bbox="545 1745 1367 1894" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props</p> </div>

	appropriate to economic level
<a href="#">TH.912.C.2.3:</a>	Analyze different types of stage configurations to determine the effects of each as potential production solutions. <b>Remarks/Examples:</b> e.g., proscenium, thrust, arena, black box
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. <b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media. <b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. <b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive
<a href="#">TH.912.S.2.1:</a>	Create one or more technical design documents for a theatrical production. <b>Remarks/Examples:</b> e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<a href="#">TH.912.S.2.2:</a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. <b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<a href="#">TH.912.S.2.9:</a>	Research and defend one's own artistic choices as a designer.
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.3.2:</a>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. <b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
<a href="#">TH.912.O.3.5:</a>	Design technical elements to document the progression of a character, plot, or theme.
<a href="#">TH.912.O.3.6:</a>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. <b>Remarks/Examples:</b> e.g., scale rule, lighting template, stock furniture template, USITT standards
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.5:</a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#">TH.912.H.3.2:</a>	Compare the applications of various art forms used in theatre production.
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create believable characters and settings. <b>Remarks/Examples:</b> e.g., scenery, costumes, props
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.4:</a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. <b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution.



	<p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p>
<a href="#">VA.912.S.3.12:</a>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<a href="#">VA.912.S.3.7:</a>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<a href="#">VA.912.S.3.8:</a>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p><b>Remarks/Examples:</b> e.g., media: ceramics, glass, wet, dry, digital</p>
<a href="#">LAFS.910.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<a href="#">LAFS.910.SL.1.3:</a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<a href="#">LAFS.910.SL.2.4:</a>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<a href="#">LAFS.910.SL.2.5:</a>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<a href="#">LAFS.910.RST.1.1:</a>	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>
<a href="#">LAFS.910.RST.1.3:</a>	<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>

<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Technical Theatre Design & Production 2 (#0400420)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400420

**Abbreviated Title:** TECH THEA DES&PROD 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. 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.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

LAFS.910.SL.1.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Name	Description
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <div data-bbox="545 1125 1369 1253" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </div>
<a href="#">TH.912.C.1.3:</a>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p>
<a href="#">TH.912.C.1.4:</a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <div data-bbox="545 1455 1369 1654" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
<a href="#">TH.912.C.1.6:</a>	<p>Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.</p>
<a href="#">TH.912.C.1.7:</a>	<p>Justify personal perceptions of a director’s vision and/or playwright’s intent.</p>
<a href="#">TH.912.C.2.1:</a>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired</p>

	results.
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.6:</a>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> </div>
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.1.8:</a>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p> </div>
<a href="#">TH.912.S.2.1:</a>	<p>Create one or more technical design documents for a theatrical production.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p> </div>
<a href="#">TH.912.S.2.2:</a>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p> </div>
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.9:</a>	Research and defend one's own artistic choices as a designer.
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in

	casting, staging, or technical design for a scene from original or scripted material.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.  <b>Remarks/Examples:</b> e.g., beats, actions, subtext
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.3.1:</a>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.  <b>Remarks/Examples:</b> e.g., correct terminology, plots, production meetings, headset etiquette
<a href="#">TH.912.O.3.5:</a>	Design technical elements to document the progression of a character, plot, or theme.
<a href="#">TH.912.O.3.6:</a>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.  <b>Remarks/Examples:</b> e.g., scale rule, lighting template, stock furniture template, USITT standards
<a href="#">TH.912.O.3.7:</a>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.  <b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.11:</a>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in

	American musical theatre.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.5:</a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p> </div>
<a href="#">TH.912.H.3.2:</a>	Compare the applications of various art forms used in theatre production.
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p> </div>
<a href="#">TH.912.H.3.5:</a>	Explain how the social interactions of daily life are manifested in theatre. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p> </div>
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create believable characters and settings. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p> </div>
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.2.3:</a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

<p><a href="#">TH.912.F.3.5:</a></p>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p><b>Remarks/Examples:</b> e.g., script-writing, set design, costume design</p>
<p><a href="#">VA.912.S.2.6:</a></p>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p>
<p><a href="#">VA.912.S.3.12:</a></p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p><b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p><a href="#">VA.912.S.3.7:</a></p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p><b>Remarks/Examples:</b> e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p><a href="#">VA.912.S.3.8:</a></p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p><b>Remarks/Examples:</b> e.g., media: ceramics, glass, wet, dry, digital</p>
<p><a href="#">LAFS.910.RL.1.2:</a></p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p><a href="#">LAFS.910.RL.1.3:</a></p>	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p><a href="#">LAFS.910.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#">LAFS.910.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated</p>



	or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Technical Theatre Design & Production 3 (#0400430)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400430

**Abbreviated Title:** TECH THEA DES&PROD 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. 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.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.4:</a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <div data-bbox="561 940 1369 1140" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.6:</a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <div data-bbox="561 1749 1369 1864" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback,</p> </div>

	criticism
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.3:</a>	Develop criteria that may be applied to the selection and performance of theatrical work.  <b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.  <b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive
<a href="#">TH.912.S.2.1:</a>	Create one or more technical design documents for a theatrical production.  <b>Remarks/Examples:</b> e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<a href="#">TH.912.S.2.2:</a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.  <b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.9:</a>	Research and defend one's own artistic choices as a designer.
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights,

	<p>directors, designers, and performers use when developing a work that conveys artistic intent.</p>
<p><a href="#">TH.912.O.1.1:</a></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<p><a href="#">TH.912.O.1.2:</a></p>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p><b>Remarks/Examples:</b> e.g., puppetry, masks, stage space, symbolism</p>
<p><a href="#">TH.912.O.1.3:</a></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<p><a href="#">TH.912.O.2.5:</a></p>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p><b>Remarks/Examples:</b> e.g., playwrights, performers, directors, producers, designers</p>
<p><a href="#">TH.912.O.2.7:</a></p>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p><b>Remarks/Examples:</b> e.g., audience, writing, space, design</p>
<p><a href="#">TH.912.O.3.3:</a></p>	<p>Analyze and demonstrate how to use various media to impact theatrical productions.</p> <p><b>Remarks/Examples:</b> e.g., projections, digital video, sound, animation, intelligent lighting</p>
<p><a href="#">TH.912.O.3.6:</a></p>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p><b>Remarks/Examples:</b> e.g., scale rule, lighting template, stock furniture template, USITT standards</p>

<p><a href="#">TH.912.O.3.7:</a></p>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <div data-bbox="561 306 1370 474" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p> </div>
<p><a href="#">TH.912.H.1.1:</a></p>	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p>
<p><a href="#">TH.912.H.1.2:</a></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.</p>
<p><a href="#">TH.912.H.1.4:</a></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p>
<p><a href="#">TH.912.H.1.5:</a></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>
<p><a href="#">TH.912.H.2.11:</a></p>	<p>Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.</p>
<p><a href="#">TH.912.H.2.5:</a></p>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p>
<p><a href="#">TH.912.H.2.6:</a></p>	<p>Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.</p>
<p><a href="#">TH.912.H.2.8:</a></p>	<p>Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.</p>
<p><a href="#">TH.912.H.3.1:</a></p>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <div data-bbox="561 1314 1370 1482" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p> </div>
<p><a href="#">TH.912.H.3.3:</a></p>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <div data-bbox="561 1596 1370 1764" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p> </div>
<p><a href="#">TH.912.F.1.1:</a></p>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>

	<p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p>
<a href="#">TH.912.F.2.3:</a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#">TH.912.F.2.4:</a>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.5:</a>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
	<p><b>Remarks/Examples:</b> e.g., script-writing, set design, costume design</p>
<a href="#">TH.912.F.3.6:</a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
	<p><b>Remarks/Examples:</b> e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<a href="#">TH.912.F.3.7:</a>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<a href="#">TH.912.F.3.8:</a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution.
	<p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p>
<a href="#">LAFS.1112.RI.1.3:</a>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

	credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Technical Theatre Design & Production 4 Honors (#0400440)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400440

**Abbreviated Title:** TECH THEA DES&PROD4H

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.4:</a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <div data-bbox="561 1161 1369 1360" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.1.8:</a>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <div data-bbox="561 1608 1369 1728" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., description, interpretation, judgment, theorizing</p> </div>
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a

	design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.6:</a>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
<a href="#">TH.912.C.2.8:</a>	<p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.2:</a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
	Develop criteria that may be applied to the selection and performance of theatrical work.
<a href="#">TH.912.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
<a href="#">TH.912.S.1.4:</a>	<p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
<a href="#">TH.912.S.1.8:</a>	<p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p>
<a href="#">TH.912.S.2.1:</a>	Create one or more technical design documents for a theatrical production.
	<p><b>Remarks/Examples:</b></p>

	e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<a href="#">TH.912.S.2.2:</a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. <b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.2.9:</a>	Research and defend one’s own artistic choices as a designer.
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.4:</a>	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. <b>Remarks/Examples:</b> e.g., beats, actions, subtext
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.2.3:</a>	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. <b>Remarks/Examples:</b> e.g., Shakespeare, classical Greek
<a href="#">TH.912.O.2.5:</a>	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. <b>Remarks/Examples:</b>

	e.g., playwrights, performers, directors, producers, designers
<a href="#">TH.912.O.2.7:</a>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.  <b>Remarks/Examples:</b> e.g., audience, writing, space, design
<a href="#">TH.912.O.3.6:</a>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.  <b>Remarks/Examples:</b> e.g., scale rule, lighting template, stock furniture template, USITT standards
<a href="#">TH.912.O.3.7:</a>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.  <b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.1.3:</a>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.4:</a>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<a href="#">TH.912.H.2.5:</a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#">TH.912.H.2.7:</a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

	<p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
<a href="#">TH.912.H.3.3:</a>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#">TH.912.F.1.1:</a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p>
<a href="#">TH.912.F.1.4:</a>	<p>Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.</p>
<a href="#">TH.912.F.2.1:</a>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p><b>Remarks/Examples:</b> e.g., body of work, references, résumé, artist statement</p>
<a href="#">TH.912.F.2.4:</a>	<p>Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.</p>
<a href="#">TH.912.F.2.5:</a>	<p>Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.</p>
<a href="#">TH.912.F.3.1:</a>	<p>Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.</p> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters</p>
<a href="#">TH.912.F.3.2:</a>	<p>Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.</p>
<a href="#">TH.912.F.3.3:</a>	<p>Exhibit independence, discipline, and commitment to the theatre</p>

	process when working on assigned projects and productions.
<a href="#">TH.912.F.3.8:</a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p> </div>
<a href="#">LAFS.1112.RL.1.3:</a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#">LAFS.1112.RI.1.3:</a>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to

answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.9:](#)

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

[PE.912.M.1.5:](#)

Apply strategies for self improvement based on individual strengths and needs.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## **Theatrical Direction and Stage Management 1 (#0400500)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400500

**Abbreviated Title:** THEA DIR & ST MAN 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> </div>
<a href="#">TH.912.C.3.2:</a>	Develop and apply criteria to select works for a portfolio and

	defend one's artistic choices with a prepared analysis.
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#">TH.912.S.1.4:</a>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.  <b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<a href="#">TH.912.S.1.7:</a>	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.  <b>Remarks/Examples:</b> e.g., blocking, pacing, mood, concept, style
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.  <b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive
<a href="#">TH.912.S.2.3:</a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.  <b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations
<a href="#">TH.912.S.2.7:</a>	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.8:</a>	Direct a scene or one-act play.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

	<p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<a href="#">TH.912.O.1.3:</a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#">TH.912.O.2.2:</a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#">TH.912.O.2.6:</a>	Deconstruct a play, using an established theory, to understand its dramatic structure.
	<p><b>Remarks/Examples:</b> e.g., Aristotle's Poetics</p>
<a href="#">TH.912.O.3.1:</a>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
	<p><b>Remarks/Examples:</b> e.g., correct terminology, plots, production meetings, headset etiquette</p>
<a href="#">TH.912.O.3.2:</a>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
	<p><b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<a href="#">TH.912.O.3.3:</a>	Analyze and demonstrate how to use various media to impact theatrical productions.
	<p><b>Remarks/Examples:</b> e.g., projections, digital video, sound, animation, intelligent lighting</p>
<a href="#">TH.912.O.3.7:</a>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
	<p><b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>

<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.2.5:</a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#">TH.912.H.2.6:</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p> </div>
<a href="#">TH.912.H.3.3:</a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p> </div>
<a href="#">TH.912.H.3.5:</a>	Explain how the social interactions of daily life are manifested in theatre. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p> </div>
<a href="#">TH.912.F.1.4:</a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#">TH.912.F.2.4:</a>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<a href="#">TH.912.F.3.2:</a>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge

	the audience in order to cover costs.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.6:</a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
	<p><b>Remarks/Examples:</b>  e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<a href="#">TH.912.F.3.8:</a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#">LAFS.1112.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Theatrical Direction and Stage Management 2 Honors (#0400510)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400510

**Abbreviated Title:** THEA DIR & ST MAN 2H

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating 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.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>



For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">TH.912.C.1.4:</a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <div data-bbox="560 1161 1367 1360" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.1.8:</a>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <div data-bbox="560 1608 1367 1728" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., description, interpretation, judgment, theorizing</p> </div>
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.3:</a>	Analyze different types of stage configurations to determine the

	effects of each as potential production solutions.
	<p><b>Remarks/Examples:</b> e.g., proscenium, thrust, arena, black box</p>
<a href="#">TH.912.C.2.4:</a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
<a href="#">TH.912.C.2.8:</a>	<p><b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#">TH.912.C.3.2:</a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
	Develop criteria that may be applied to the selection and performance of theatrical work.
<a href="#">TH.912.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
<a href="#">TH.912.S.1.4:</a>	<p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
<a href="#">TH.912.S.1.7:</a>	<p><b>Remarks/Examples:</b> e.g., blocking, pacing, mood, concept, style</p>
<a href="#">TH.912.S.1.8:</a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

	<p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p>
<a href="#">TH.912.S.2.3:</a>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.</p> <p><b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations</p>
<a href="#">TH.912.S.2.7:</a>	<p>Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.</p>
<a href="#">TH.912.S.3.1:</a>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p>
<a href="#">TH.912.S.3.2:</a>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>
<a href="#">TH.912.S.3.8:</a>	<p>Direct a scene or one-act play.</p>
<a href="#">TH.912.O.1.1:</a>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p><b>Remarks/Examples:</b> e.g., beats, actions, subtext</p>
<a href="#">TH.912.O.1.3:</a>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<a href="#">TH.912.O.2.5:</a>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p><b>Remarks/Examples:</b> e.g., playwrights, performers, directors, producers, designers</p>
<a href="#">TH.912.O.2.6:</a>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p><b>Remarks/Examples:</b> e.g., Aristotle's Poetics</p>
<a href="#">TH.912.O.2.7:</a>	<p>Brainstorm a variety of ways to deviate from western rules and</p>

	<p>conventions in theatre to influence audience and performer experiences.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., audience, writing, space, design</p> </div>
<a href="#">TH.912.O.3.1:</a>	<p>Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., correct terminology, plots, production meetings, headset etiquette</p> </div>
<a href="#">TH.912.O.3.2:</a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p> </div>
<a href="#">TH.912.O.3.7:</a>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p> </div>
<a href="#">TH.912.H.1.1:</a>	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p>
<a href="#">TH.912.H.1.4:</a>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p>
<a href="#">TH.912.H.1.5:</a>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>
<a href="#">TH.912.H.2.1:</a>	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p>
<a href="#">TH.912.H.2.5:</a>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p>
<a href="#">TH.912.H.2.6:</a>	<p>Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.</p>

<a href="#">TH.912.H.2.7:</a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
<a href="#">TH.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
<a href="#">TH.912.H.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Synthesize research, analysis, and imagination to create believable characters and settings.
<a href="#">TH.912.F.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p>
<a href="#">TH.912.F.1.4:</a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
<a href="#">TH.912.F.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., body of work, references, résumé, artist statement</p>
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#">TH.912.F.2.4:</a>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<a href="#">TH.912.F.3.2:</a>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#">TH.912.F.3.5:</a>	Monitor the tasks involved in the creative and design processes

	and analyze ways those processes might be applied in the workforce.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., script-writing, set design, costume design</p> </div>
<a href="#">TH.912.F.3.6:</a>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p> </div>
<a href="#">TH.912.F.3.7:</a>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<a href="#">TH.912.F.3.8:</a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#">LAFS.1112.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to

	ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Voice and Diction (#0400540)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400540

**Abbreviated Title:** VOICE & DICTION

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**



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

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

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

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

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

LAFS.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

LAFS.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.6:</a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.2.8:</a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b> </div>

	e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.1.3:</a>	Develop criteria that may be applied to the selection and performance of theatrical work.  <b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.5:</a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.  <b>Remarks/Examples:</b> e.g., beats, actions, subtext
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.2.3:</a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#">TH.912.H.3.1:</a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.  <b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.

	Synthesize research, analysis, and imagination to create believable characters and settings.	
<a href="#">TH.912.F.1.1:</a>	<table border="1"> <tr> <td><b>Remarks/Examples:</b> e.g., scenery, costumes, props</td> </tr> </table>	<b>Remarks/Examples:</b> e.g., scenery, costumes, props
<b>Remarks/Examples:</b> e.g., scenery, costumes, props		
<a href="#">TH.912.F.2.2:</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.	
<a href="#">TH.912.F.3.3:</a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.	
<a href="#">TH.912.F.3.4:</a>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <table border="1"> <tr> <td><b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</td> </tr> </table>	<b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity		
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.	
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.	

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Theatre Improvisation (#0400620)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400620

**Abbreviated Title:** THEATRE IMPROV

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

LAFS.910.SL.1.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.2.1:</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#">TH.912.C.2.5:</a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.2.4:</a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#">TH.912.S.2.8:</a>	Strengthen acting skills by engaging in theatre games and

	<p>improvisations.</p> <p><b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<a href="#">TH.912.S.3.2:</a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#">TH.912.S.3.3:</a>	Develop acting skills and techniques in the rehearsal process.
<a href="#">TH.912.O.2.4:</a>	Construct and perform a pantomime of a complete story, showing a full character arc.
<a href="#">TH.912.O.2.8:</a>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<a href="#">TH.912.H.1.5:</a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
	Create scenes that satirize current political or social events.
<a href="#">TH.912.H.2.9:</a>	<p><b>Remarks/Examples:</b> e.g., improvise, script, perform</p>
	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
<a href="#">TH.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., time management, interpersonal skills, making priorities</p>
	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
<a href="#">TH.912.H.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#">TH.912.H.3.4:</a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	Explain how the social interactions of daily life are manifested in theatre.
<a href="#">TH.912.H.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<a href="#">TH.912.F.1.1:</a>	Synthesize research, analysis, and imagination to create believable characters and settings.

	<p><b>Remarks/Examples:</b> e.g., scenery, costumes, props</p>
<a href="#">TH.912.F.1.2:</a>	Solve short conflict-driven scenarios through improvisation.
<a href="#">TH.912.F.1.3:</a>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<a href="#">TH.912.F.3.4:</a>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p><b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.3:</a>	<p>Analyze the movement performance of self and others.</p> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Theatre, Cinema and Film Production (#0400660)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400660

**Abbreviated Title:** THEA CIN & FILM PROD

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

LAFS.1112.SL.1.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Name	Description
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> </div>
<a href="#">TH.912.C.1.6:</a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#">TH.912.C.1.7:</a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#">TH.912.C.2.7:</a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#">TH.912.C.3.1:</a>	Explore commonalities between works of theatre and other performance media.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., dance, mime, movies, street theatre, poetry reading</p> </div>
<a href="#">TH.912.C.3.3:</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and

	live or recorded professional productions.
<a href="#">TH.912.S.1.1:</a>	Describe the interactive effect of audience members and actors on performances.
<a href="#">TH.912.S.1.3:</a>	Develop criteria that may be applied to the selection and performance of theatrical work. <b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#">TH.912.S.1.4:</a>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. <b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<a href="#">TH.912.S.1.6:</a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#">TH.912.S.2.6:</a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#">TH.912.S.3.1:</a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
<a href="#">TH.912.O.1.1:</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. <b>Remarks/Examples:</b> e.g., beats, actions, subtext
<a href="#">TH.912.O.2.6:</a>	Deconstruct a play, using an established theory, to understand its dramatic structure. <b>Remarks/Examples:</b> e.g., Aristotle's Poetics
<a href="#">TH.912.O.3.5:</a>	Design technical elements to document the progression of a character, plot, or theme.
<a href="#">TH.912.O.3.6:</a>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

	<p><b>Remarks/Examples:</b> e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<p><a href="#">TH.912.O.3.7:</a></p>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p><b>Remarks/Examples:</b> e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
<p><a href="#">TH.912.H.1.1:</a></p>	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p>
<p><a href="#">TH.912.H.1.5:</a></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>
<p><a href="#">TH.912.H.2.1:</a></p>	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p>
<p><a href="#">TH.912.H.2.2:</a></p>	<p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.</p>
<p><a href="#">TH.912.H.2.5:</a></p>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p>
<p><a href="#">TH.912.H.2.6:</a></p>	<p>Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.</p>
<p><a href="#">TH.912.H.2.8:</a></p>	<p>Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.</p>
<p><a href="#">TH.912.F.2.3:</a></p>	<p>Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.</p>
<p><a href="#">TH.912.F.3.4:</a></p>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p><b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the</p>

	credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Drama Transfer (#0400990)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0400990

**Abbreviated Title:** DRAMA TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

<b>Name</b>	<b>Description</b>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Two-Dimensional Studio Art 1 (#0101010)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0101010

**Abbreviated Title:** M/J 2-D STUDIO ART 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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:**

MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

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

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.

Name	Description
<a href="#">VA.68.C.1.3:</a>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., personal, cultural, historical</p> </div>
<a href="#">VA.68.C.2.3:</a>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<a href="#">VA.68.C.3.1:</a>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<a href="#">VA.68.S.1.4:</a>	Use accurate art vocabulary to explain the creative and art-making processes.
<a href="#">VA.68.S.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.68.S.2.3:</a>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.4:</a>	Select various media and techniques to communicate personal



	<p>symbols and ideas through the organization of the structural elements of art.</p>
<a href="#">VA.68.O.3.1:</a>	<p>Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.</p> <p><b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion</p>
<a href="#">VA.68.H.1.2:</a>	<p>Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p>
<a href="#">VA.68.H.2.3:</a>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p> <p><b>Remarks/Examples:</b> e.g., private, public, and personal art collections</p>
<a href="#">VA.68.H.3.3:</a>	<p>Create imaginative works to include background knowledge or information from other subjects.</p> <p><b>Remarks/Examples:</b> e.g., from history, environment, literary works</p>
<a href="#">VA.68.F.1.1:</a>	<p>Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.</p> <p><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</p>
<a href="#">VA.68.F.2.1:</a>	<p>Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p>
<a href="#">VA.68.F.3.4:</a>	<p>Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.</p>
<a href="#">LAFS.6.SL.1.1:</a>	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> </ol>

- 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.

[LAFS.6.SL.1.2:](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[LAFS.6.SL.1.3:](#)

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

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

[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.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **M/J Two-Dimensional Studio Art 2 (#0101020)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0101020

**Abbreviated Title:** M/J 2-D STUDIO ART 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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:**

MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

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

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.

Name	Description
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.2.2:</a>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<a href="#">VA.68.C.3.3:</a>	Use analytical skills to understand meaning and explain connections with other contexts.
<a href="#">VA.68.S.1.5:</a>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<a href="#">VA.68.S.2.3:</a>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. <div data-bbox="529 1472 1365 1640" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.3:</a>	Create a work of personal art using various media to solve an open-ended artistic problem.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for

	public audiences.	<b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion
<a href="#">VA.68.H.1.4:</a>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.	
<a href="#">VA.68.H.2.3:</a>	Describe the rationale for creating, collecting, exhibiting, and owning works of art.	<b>Remarks/Examples:</b> e.g., private, public, and personal art collections
<a href="#">VA.68.H.3.2:</a>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.	<b>Remarks/Examples:</b> e.g., identify facts, ideas, problem-solving skills
<a href="#">VA.68.F.1.2:</a>	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.	
<a href="#">VA.68.F.2.2:</a>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.	<b>Remarks/Examples:</b> e.g., exhibition, sale of art products, technology, entertainment
<a href="#">VA.68.F.3.3:</a>	Collaborate with peers to complete an art task and develop leadership skills.	<b>Remarks/Examples:</b> e.g., task: voluntary, assigned; time: long-term group project
<a href="#">LAFS.7.SL.1.2:</a>	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.	
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
<a href="#">LAFS.7.SL.2.4:</a>	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.	

<a href="#">LAFS.68.RST.2.4:</a>	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.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Three-Dimensional Studio Art 1 (#0101040)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0101040

**Abbreviated Title:** M/J 3-D STUDIO ART 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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:**

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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.

Name	Description
<a href="#">VA.68.C.1.3:</a>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., personal, cultural, historical</p> </div>
<a href="#">VA.68.C.2.3:</a>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<a href="#">VA.68.C.3.1:</a>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<a href="#">VA.68.S.1.4:</a>	Use accurate art vocabulary to explain the creative and art-making processes.
<a href="#">VA.68.S.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>



<a href="#">VA.68.S.3.5:</a>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.4:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.  <b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.2.4:</a>	Explain the purpose of public art in the community.
<a href="#">VA.68.H.3.3:</a>	Create imaginative works to include background knowledge or information from other subjects.  <b>Remarks/Examples:</b> e.g., from history, environment, literary works
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.  <b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications
<a href="#">VA.68.F.2.1:</a>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<a href="#">VA.68.F.3.4:</a>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<a href="#">LAFS.6.SL.1.2:</a>	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.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	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.

<a href="#">LAFS.68.RST.2.4:</a>	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.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Three-Dimensional Studio Art 2 (#0101050)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0101050

**Abbreviated Title:** M/J 3-D STUDIO ART 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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:**

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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.

Name	Description
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.2.1:</a>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<a href="#">VA.68.C.3.3:</a>	Use analytical skills to understand meaning and explain connections with other contexts.
<a href="#">VA.68.S.1.2:</a>	Use media, technology, and other resources to derive ideas for personal art-making.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. <div data-bbox="527 1581 1369 1749" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.68.S.3.5:</a>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational

	principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
	<b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.1.4:</a>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<a href="#">VA.68.H.2.3:</a>	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
	<b>Remarks/Examples:</b> e.g., private, public, and personal art collections
<a href="#">VA.68.H.3.2:</a>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
	<b>Remarks/Examples:</b> e.g., identify facts, ideas, problem-solving skills
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
	<b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications
<a href="#">VA.68.F.2.2:</a>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
	<b>Remarks/Examples:</b> e.g., exhibition, sale of art products, technology, entertainment
<a href="#">VA.68.F.3.3:</a>	Collaborate with peers to complete an art task and develop leadership skills.
	<b>Remarks/Examples:</b>

e.g., task: voluntary, assigned; time: long-term group project

[LAFS.7.SL.1.2:](#)

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

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[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.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **M/J Creative Photography 1 (#0102040)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0102040

**Abbreviated Title:** M/J CREATIVE PHOTO 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

### **VERSION DESCRIPTION**

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**CRITICAL THINKING and REFLECTION:** Critical and creative thinking, self-expression, and communication with others are central to the arts.

**SKILLS, TECHNIQUES, and PROCESSES:** Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

**ORGANIZATIONAL STRUCTURE:** Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

**HISTORICAL and GLOBAL CONNECTIONS:** Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

**INNOVATION, TECHNOLOGY, and the FUTURE:** Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
<a href="#">VA.68.C.1.1:</a>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<a href="#">VA.68.C.2.4:</a>	Use constructive criticism as a purposeful tool for artistic growth.
<a href="#">VA.68.C.3.1:</a>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<a href="#">VA.68.S.1.1:</a>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<a href="#">VA.68.S.1.4:</a>	Use accurate art vocabulary to explain the creative and art-making processes.
<a href="#">VA.68.S.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
<a href="#">VA.68.S.3.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>



<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.4:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.2.3:</a>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., private, public, and personal art collections</div>
<a href="#">VA.68.H.3.1:</a>	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
<a href="#">VA.68.H.3.3:</a>	Create imaginative works to include background knowledge or information from other subjects. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., from history, environment, literary works</div>
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</div>
<a href="#">VA.68.F.1.3:</a>	Investigate and describe how technology inspires and affects new applications and adaptations in art.
<a href="#">VA.68.F.2.1:</a>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<a href="#">VA.68.F.3.2:</a>	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
<a href="#">VA.68.F.3.4:</a>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<a href="#">LAFS.6.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.1.2:](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

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

[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.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them

to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **M/J Creative Photography 2 (#0102050)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0102050

**Abbreviated Title:** M/J CREATIVE PHOTO 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

### **VERSION DESCRIPTION**

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

**CRITICAL THINKING and REFLECTION:** Critical and creative thinking, self-expression, and communication with others are central to the arts.

**SKILLS, TECHNIQUES, and PROCESSES:** Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

**ORGANIZATIONAL STRUCTURE:** Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

**HISTORICAL and GLOBAL CONNECTIONS:** Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

**INNOVATION, TECHNOLOGY, and the FUTURE:** Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.2.1:</a>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<a href="#">VA.68.C.2.3:</a>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<a href="#">VA.68.C.3.2:</a>	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.  <b>Remarks/Examples:</b> e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
<a href="#">VA.68.S.1.2:</a>	Use media, technology, and other resources to derive ideas for personal art-making.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.2:</a>	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

	<p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
<a href="#">VA.68.O.1.1:</a>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.1.4:</a>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<a href="#">VA.68.H.2.1:</a>	Describe how previous cultural trends have led to the development of new art styles.
<a href="#">VA.68.H.3.2:</a>	<p>Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.</p> <p><b>Remarks/Examples:</b> e.g., identify facts, ideas, problem-solving skills</p>
<a href="#">VA.68.F.1.2:</a>	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
<a href="#">VA.68.F.1.3:</a>	Investigate and describe how technology inspires and affects new applications and adaptations in art.
<a href="#">VA.68.F.2.1:</a>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<a href="#">VA.68.F.3.1:</a>	Use technology applications through the art-making process to express community or global concerns.
<a href="#">VA.68.F.3.3:</a>	<p>Collaborate with peers to complete an art task and develop leadership skills.</p> <p><b>Remarks/Examples:</b> e.g., task: voluntary, assigned; time: long-term group project</p>
<a href="#">LAFS.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.1.2:](#)

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

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them



to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## **M/J Digital Art & Design 1 (#0103000)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0103000

**Abbreviated Title:** M/J DIG ART & DES 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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.

Name	Description
<a href="#">VA.68.C.1.3:</a>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.  <div style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., personal, cultural, historical         </div>
<a href="#">VA.68.C.2.3:</a>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<a href="#">VA.68.C.3.1:</a>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<a href="#">VA.68.S.1.4:</a>	Use accurate art vocabulary to explain the creative and art-making processes.
<a href="#">VA.68.S.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.  <div style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., ethics, plagiarism, appropriation from the Internet and other sources         </div>
<a href="#">VA.68.O.1.1:</a>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

<a href="#">VA.68.O.3.1:</a>	<p>Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.</p> <p><b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion</p>
<a href="#">VA.68.H.1.2:</a>	<p>Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p>
<a href="#">VA.68.H.2.3:</a>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p> <p><b>Remarks/Examples:</b> e.g., private, public, and personal art collections</p>
<a href="#">VA.68.H.3.3:</a>	<p>Create imaginative works to include background knowledge or information from other subjects.</p> <p><b>Remarks/Examples:</b> e.g., from history, environment, literary works</p>
<a href="#">VA.68.F.1.1:</a>	<p>Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.</p> <p><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</p>
<a href="#">VA.68.F.1.4:</a>	<p>Use technology skills to create an imaginative and unique work of art.</p> <p><b>Remarks/Examples:</b> e.g., convey depth, scale</p>
<a href="#">VA.68.F.2.1:</a>	<p>Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p>
<a href="#">VA.68.F.3.4:</a>	<p>Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.</p>
<a href="#">LAFS.6.SL.1.2:</a>	<p>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.</p>
<a href="#">LAFS.6.SL.1.3:</a>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<a href="#">LAFS.6.SL.2.4:</a>	<p>Present claims and findings, sequencing ideas logically and using</p>

	pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RST.2.4:</a>	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.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Digital Art & Design 2 (#0103010)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0103010

**Abbreviated Title:** M/J DIG ART & DES 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

**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.

Name	Description
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.2.2:</a>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<a href="#">VA.68.C.3.3:</a>	Use analytical skills to understand meaning and explain connections with other contexts.
<a href="#">VA.68.S.1.2:</a>	Use media, technology, and other resources to derive ideas for personal art-making.
<a href="#">VA.68.S.1.5:</a>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. <div data-bbox="529 1409 1367 1570" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.68.O.1.1:</a>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

	<p><b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion</p>
<a href="#">VA.68.H.1.4:</a>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<a href="#">VA.68.H.2.3:</a>	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
	<p><b>Remarks/Examples:</b> e.g., private, public, and personal art collections</p>
<a href="#">VA.68.H.3.1:</a>	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
	<p><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</p>
<a href="#">VA.68.F.1.4:</a>	Use technology skills to create an imaginative and unique work of art.
	<p><b>Remarks/Examples:</b> e.g., convey depth, scale</p>
<a href="#">VA.68.F.2.2:</a>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
	<p><b>Remarks/Examples:</b> e.g., exhibition, sale of art products, technology, entertainment</p>
<a href="#">VA.68.F.3.3:</a>	Collaborate with peers to complete an art task and develop leadership skills.
	<p><b>Remarks/Examples:</b> e.g., task: voluntary, assigned; time: long-term group project</p>
<a href="#">LAFS.7.SL.1.2:</a>	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.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

<a href="#"><u>LAFS.7.SL.2.4:</u></a>	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.
<a href="#"><u>LAFS.68.RST.2.4:</u></a>	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.
<a href="#"><u>LAFS.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.



## M/J Art Transfer (#0100220)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0100220

**Abbreviated Title:** M/J ART TRAN

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### QUALIFICATIONS

NA

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J American Sign Language, Beginning (#0704000)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704000

**Abbreviated Title:** M/J AMER SIGN, BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note. This is a one-year course.** Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent American Sign Language 1 (0717300).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which

delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.

<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others

within and beyond the school setting.

[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.

- 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.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

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

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

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

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of

historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **M/J American Sign Language, Intermediate (#0704010)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704010

**Abbreviated Title:** M/J AMER SIGN, INTER

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J American Sign Language Intermediate is a continuation of M/J Beginning American Sign Language. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic receptive and expressive signing activities and will further explore the culture, connections, comparisons, and communities during this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note. This is a one-year course.** Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1 (0717300).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which



delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.IL.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.IL.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.IL.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.IL.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.IL.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.IL.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.IL.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.IL.3.3:</a>	Express and react to feelings and emotions in real life situations.

<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">LAFS.7.SL.1.1:</a>	<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"> <li>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.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	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.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

[LAFS.68.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **M/J American Sign Language, Advanced (#0704020)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704020

**Abbreviated Title:** M/J AMER SIGN, ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J American Sign Language Advanced is a continuation of M/J Intermediate American Sign Language. Students apply their knowledge of the language and its culture. Students will be able to engage in receptive and expressive signing activities, and demonstrate understanding of authentic selections on familiar topics. Culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one year course. Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1 (0717300).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's

need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.IL.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IL.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.IL.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.IL.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.IL.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.IL.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.IL.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.IL.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.IL.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.IL.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.IL.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.IL.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through

	e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.



<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.

<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.8.SL.1.1:</a>	<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> <ol style="list-style-type: none"> <li>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.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<a href="#">LAFS.8.SL.1.3:</a>	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.
<a href="#">LAFS.8.SL.2.4:</a>	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.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and</li> </ol>

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.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## M/J Foreign Language Transfer (#0700220)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0700220

**Abbreviated Title:** M/J FL TRAN

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Chinese, Beginning (#0707000)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707000

**Abbreviated Title:** M/J CHIN, BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J Chinese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Chinese Beginning (0707000) and Intermediate (0707010), are equivalent to Chinese 1 (0711300). Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0701320) and Chinese 2 (0711310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's

need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers,

	days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and

	compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)



<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">LAFS.6.SL.1.1:</a>	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	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.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **M/J Chinese - Intermediate (#0707010)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707010

**Abbreviated Title:** M/J CHIN, INTERM

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J Chinese Intermediate is a continuation of M/J Beginning Chinese. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Chinese Beginning (0707000) and Intermediate (0707010) are equivalent to Chinese 1 (0711300). Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0711300) and Chinese 2 (0711310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's

need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.IL.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.IL.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.IL.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.IL.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.IL.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.IL.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.IL.3.2:</a>	Interact with others in everyday situations.

<a href="#">WL.K12.IL.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.IL.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.IL.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.IL.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.IL.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.IL.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.IL.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#">WL.K12.IL.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.IL.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.IL.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.IL.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.IL.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.IL.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.IL.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.IL.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.IL.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.IL.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.IL.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.IL.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography,

	history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">LAFS.7.SL.1.1:</a>	<ol style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	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.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from</li> </ol>

and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## **M/J Chinese, Advanced (#0707020)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707020

**Abbreviated Title:** M/J CHIN, ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J Chinese Advanced is a continuation of M/J Intermediate Chinese. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0711300) and Chinese 2 (0711310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which

delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.IL.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IL.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.IL.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.IL.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.IL.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.IL.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.IL.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.IL.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.IL.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.IL.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.IL.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.IL.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and

	relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the

	target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">LAFS.8.SL.1.1:</a>	<ol style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<a href="#">LAFS.8.SL.1.3:</a>	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.
<a href="#">LAFS.8.SL.2.4:</a>	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.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,</li> </ol>

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.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Executive Internship 1 (#0500300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500300

**Abbreviated Title:** EXEC INTERN 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

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

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

The Florida Mathematical Practices should be incorporated as appropriate.

<b>Name</b>	<b>Description</b>
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.2.5:</a>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<a href="#">LAFS.910.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for



	citation.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">SS.912.P.12.2:</a>	Define processes involved in problem solving and decision making. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</div>
<a href="#">SS.912.P.12.5:</a>	Describe obstacles to decision making. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</div>
<a href="#">SS.912.P.12.6:</a>	Describe obstacles to making good judgments. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief perseverance.</div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.W.1.1c:</a>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<a href="#">LAFS.910.W.1.2d:</a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## **Executive Internship 2 (#0500310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500310

**Abbreviated Title:** EXEC INTERN 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

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

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>

<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.1.5:</a>	<p>Compare different forms of business organizations.</p> <p><b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<a href="#">SS.912.E.1.9:</a>	<p>Describe how the earnings of workers are determined.</p> <p><b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<a href="#">SS.912.E.2.1:</a>	<p>Identify and explain broad economic goals.</p> <p><b>Remarks/Examples:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.2.5:</a>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<a href="#">LAFS.910.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#">LAFS.910.RI.3.7:</a>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">LAFS.910.RI.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

	usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.RST.1.2:</a>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
	Define processes involved in problem solving and decision making.
<a href="#">SS.912.P.12.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p> </div>
	Describe obstacles to decision making.
<a href="#">SS.912.P.12.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p> </div>
	Describe obstacles to making good judgments.
<a href="#">SS.912.P.12.6:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief perseverance.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.W.1.1a:</a>	Introduce precise claim(s), distinguish the claim(s) from alternate or

	opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LAFS.910.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<a href="#"><u>LAFS.910.W.1.1c:</u></a>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<a href="#"><u>LAFS.910.W.1.1d:</u></a>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<a href="#"><u>LAFS.910.W.1.2d:</u></a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## **Executive Internship 3 (#0500320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500320

**Abbreviated Title:** EXEC INTERN 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.

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

- more intensive study of a variety of career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  <b>Remarks/Examples:</b>  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#">SS.912.A.3.10:</a>	Review different economic and philosophic ideologies.  <b>Remarks/Examples:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
<a href="#">SS.912.A.7.14:</a>	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on



	American labor, environmental concerns).
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.3.13:</a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.E.1.5:</a>	<p>Compare different forms of business organizations.</p> <p><b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>

<p><a href="#">SS.912.E.1.9:</a></p>	<p>Describe how the earnings of workers are determined.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are minimum wage, the market value of the product produced, workers' productivity.</p> </div>
<p><a href="#">SS.912.G.4.1:</a></p>	<p>Interpret population growth and other demographic data for any given place.</p>
<p><a href="#">LAFS.1112.RI.1.1:</a></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p><a href="#">LAFS.1112.RI.2.6:</a></p>	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>
<p><a href="#">LAFS.1112.RI.3.7:</a></p>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p><a href="#">LAFS.1112.W.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">LAFS.1112.W.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">LAFS.1112.W.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><a href="#">LAFS.1112.W.3.9:</a></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and</li> </ol>

	use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
<a href="#">SS.912.P.9.8:</a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
<a href="#">SS.912.P.12.2:</a>	Define processes involved in problem solving and decision making. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p> </div>
<a href="#">SS.912.P.12.5:</a>	Describe obstacles to decision making. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p> </div>
<a href="#">SS.912.P.12.6:</a>	Describe obstacles to making good judgments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief</p> </div>

perseverance.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[LAFS.1112.W.1.1a:](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[LAFS.1112.W.1.1b:](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[LAFS.1112.W.1.1e:](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.1112.WHST1.2c:](#)

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

## **Executive Internship 4 (#0500330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500330

**Abbreviated Title:** EXEC INTERN 4

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

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

- analysis of career options
- career planning processes
- characteristics of work settings
- theories of executive management
- influence on unions
- free enterprise concepts
- organizational structure

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

LAFS.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  <b>Remarks/Examples:</b>  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.  <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.  <b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers,

	blogs, media.
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights. Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.
<a href="#">SS.912.E.1.5:</a>	Compare different forms of business organizations. <b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#">SS.912.E.1.9:</a>	Describe how the earnings of workers are determined. <b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">LAFS.1112.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#">LAFS.1112.RI.3.7:</a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#">LAFS.1112.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.1112.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,

	and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.RST.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.1112.W.1.1b:</a>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s



	knowledge level, concerns, values, and possible biases.
<a href="#">LAFS.1112.W.1.2a:</a>	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<a href="#">LAFS.1112.W.1.2b:</a>	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<a href="#">LAFS.1112.WHST1.1a:</a>	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
<a href="#">LAFS.1112.WHST1.2d:</a>	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
<a href="#">LAFS.1112.WHST1.2e:</a>	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

## **Voluntary Public Service (#0500370)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500370

**Abbreviated Title:** VOL PUB SERV

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

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.

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

- identification of school community based needs
- organized response to identified needs
- the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available
- methods that require students to identify, organize, and use resources appropriately
- interpersonal relationships and improved personal growth
- the ability to acquire and use information -an understanding of social, organizational, and technological systems
- acquiring skills to work with a variety of tools and equipment.
- improve personal qualities and higher-order thinking skills.
- development and implementation of a personal plan for involvement in school or community service

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence.

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">HE.912.B.3.6:</a>	<p>Employ the healthiest choice when considering all factors in making a decision.</p> <p><b>Remarks/Examples:</b> Some examples may include spring break activity, ride home from a party, refusal to drink with friends, child care, individual and societal responsibilities for the protection of health, and investigate health-related community resources.</p>
<a href="#">SS.912.C.2.5:</a>	<p>Conduct a service project to further the public good.</p> <p><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</p>
<a href="#">LAFS.910.RI.2.6:</a>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
<a href="#">LAFS.910.RI.3.7:</a>	<p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>
<a href="#">LAFS.910.RI.3.8:</a>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<a href="#">LAFS.1112.RI.3.7:</a>	<p>Integrate and evaluate multiple sources of information presented</p>

	in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ol>
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<a href="#">LAFS.910.RST.3.9:</a>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
<a href="#">HE.912.B.4.3:</a>	<p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
<a href="#">HE.912.B.5.3:</a>	<p><b>Remarks/Examples:</b> Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.6.1:</a>	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.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">SS.912.S.4.3:</a>	Examine the ways that groups function, such as roles, interactions and leadership.
	Discuss how formal organizations influence behavior of their members.
<a href="#">SS.912.S.4.9:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.</p>
<a href="#">SS.912.S.5.10:</a>	Identify both rights and responsibilities the individual has to

<p><a href="#">SS.912.S.7.4:</a></p>	<p>primary and secondary groups.</p> <p>Discuss the implications of social problems for society.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.</p> </div>
<p><a href="#">SS.912.S.7.6:</a></p>	<p>Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">LAFS.910.W.1.1b:</a></p>	<p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>
<p><a href="#">LAFS.910.WHST.1.1b:</a></p>	<p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p>

## **Personal, Career, and School Development Skills 1 (#0500500)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500500

**Abbreviated Title:** PERS,CAR,SCH DEV 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to provide students 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.

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.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

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

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.  <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">LAFS.910.RI.3.7:</a>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">LAFS.910.RI.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



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

[LAFS.910.W.3.9:](#)

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.3.7:](#)

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[HE.912.P.7.2:](#)

Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

**Remarks/Examples:**

Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

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

Predict how healthy behaviors can affect health status.

**Remarks/Examples:**

Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

[HE.912.C.1.3:](#)

Evaluate how environment and personal health are interrelated.

**Remarks/Examples:**

	Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<a href="#">HE.912.C.1.8:</a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p><b>Remarks/Examples:</b> Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">HE.912.C.2.2:</a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p><b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">PE.912.L.4.5:</a>	<p>Apply the principles of training to personal fitness goals.</p> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.6.1:</a>	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.
<a href="#">PE.912.R.6.2:</a>	Analyze physical activities from which benefits can be derived.

	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
	Define processes involved in problem solving and decision making.
<a href="#">SS.912.P.12.2:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
	Describe obstacles to decision making.
<a href="#">SS.912.P.12.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
	Describe obstacles to making good judgments.
<a href="#">SS.912.P.12.6:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.W.1.1a:</a>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#">LAFS.910.W.1.1b:</a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

## **Personal, Career, and School Development Skills 2 (#0500510)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500510

**Abbreviated Title:** PERS,CAR,SCH DEV 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to provide students 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.

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

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- 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.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.  <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.3.13:</a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.  <b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.
<a href="#">LAFS.910.RI.3.7:</a>	Analyze various accounts of a subject told in different mediums

	(e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">LAFS.910.RI.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">HE.912.P.7.2:</a>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p> </div>
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> </div>

<p><a href="#">HE.912.C.1.7:</a></p>	<p>Analyze how heredity and family history can impact personal health.</p> <p><b>Remarks/Examples:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><a href="#">PE.912.C.2.10:</a></p>	<p>Analyze long-term benefits of regularly participating in physical activity.</p>
<p><a href="#">PE.912.C.2.20:</a></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><a href="#">HE.912.C.2.2:</a></p>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p><b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#">HE.912.C.2.3:</a></p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p><b>Remarks/Examples:</b> Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><a href="#">PE.912.L.3.5:</a></p>	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
<p><a href="#">PE.912.L.3.3:</a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#">PE.912.L.3.4:</a></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<p><a href="#">PE.912.L.4.3:</a></p>	<p>Identify strategies for setting goals when developing a personal fitness program.</p>
<p><a href="#">PE.912.R.5.1:</a></p>	<p>Describe ways to act independently of peer pressure during physical activities.</p>
<p><a href="#">PE.912.R.6.2:</a></p>	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<p><a href="#">PE.912.M.1.5:</a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>

<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
	Define processes involved in problem solving and decision making.
<a href="#">SS.912.P.12.2:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
	Describe obstacles to decision making.
<a href="#">SS.912.P.12.5:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
	Describe obstacles to making good judgments.
<a href="#">SS.912.P.12.6:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.W.1.1a:</a>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#">LAFS.910.W.1.1b:</a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.



## **Personal, Career, and School Development Skills 3 (#0500520)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500520

**Abbreviated Title:** PERS,CAR,SCGH DEV 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to provide students 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.

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

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- 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.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

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

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.  <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.3.13:</a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.  <b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.
<a href="#">LAFS.1112.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#">LAFS.1112.RI.2.6:</a>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content

	contribute to the power, persuasiveness or beauty of the text.
<a href="#">LAFS.1112.RI.3.7:</a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#">LAFS.1112.RI.3.8:</a>	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
<a href="#">LAFS.1112.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.1112.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

	credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">HE.912.P.7.2:</a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.  <b>Remarks/Examples:</b> Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#">HE.912.C.1.1:</a>	Predict how healthy behaviors can affect health status.  <b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<a href="#">HE.912.C.1.3:</a>	Evaluate how environment and personal health are interrelated.  <b>Remarks/Examples:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<a href="#">HE.912.C.1.7:</a>	Analyze how heredity and family history can impact personal health.  <b>Remarks/Examples:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">HE.912.C.2.2:</a>	Compare how peers influence healthy and unhealthy behaviors.  <b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy

	lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
<a href="#">HE.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.6.1:</a>	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.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
<a href="#">SS.912.P.9.8:</a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
	Define processes involved in problem solving and decision making.
<a href="#">SS.912.P.12.2:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<a href="#">SS.912.P.12.5:</a>	Describe obstacles to decision making.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<p><a href="#">SS.912.P.12.6:</a></p>	<p>Describe obstacles to making good judgments.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief perseverance.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">LAFS.1112.W.1.2f:</a></p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

## **Personal, Career, and School Development Skills 4 (#0500530)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0500530

**Abbreviated Title:** PERS,CAR,SCH DEV 4

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

The purpose of this course is to provide students 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.

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

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- 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.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.1112.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Florida Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.



	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><a href="#">SS.912.C.3.13:</a></p>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<p><a href="#">SS.912.E.1.14:</a></p>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions.</p>
<p><a href="#">SS.912.E.1.16:</a></p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><b>Remarks/Examples:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<p><a href="#">LAFS.1112.W.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">LAFS.1112.W.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><a href="#">LAFS.1112.W.4.10:</a></p>	<p>Write routinely over extended time frames (time for research,</p>

	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">HE.912.C.2.2:</a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> </div>
<a href="#">HE.912.C.2.3:</a>	Assess how the school and community can affect personal health practice and behaviors.

	<p><b>Remarks/Examples:</b> Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
<a href="#">SS.912.P.9.8:</a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
	Define processes involved in problem solving and decision making.
<a href="#">SS.912.P.12.2:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
	Describe obstacles to decision making.
<a href="#">SS.912.P.12.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
	Describe obstacles to making good judgments.
<a href="#">SS.912.P.12.6:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#">SS.912.S.8.9:</a>	Identify a community social problem and discuss appropriate actions to address the problem.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

[LAFS.1112.W.1.1b:](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

## **Haitian Creole for Haitian Creole Speakers 1 (#0700300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0700300

**Abbreviated Title:** HAITIAN CREOLE 1

**Number of Credits:** One credit (1)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Haitian Creole language and societies.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.

<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.

<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.



<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched

material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone

while attending to the norms and conventions of the discipline in which they are writing.

- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

[LAFS.910.WHST.1.2:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Haitian Creole for Haitian Creole Speakers 2 (#0700310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0700310

**Abbreviated Title:** HAITIAN CREOLE 2

**Number of Credits:** One credit (1)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 1. Students are exposed to a variety of Haitian Creole literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Haitian Creole language and societies.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.II.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.

<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions,

	and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate



	meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to



	increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Haitian Creole for Haitian Creole Speakers 3 Honors (#0700320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0700320

**Abbreviated Title:** HAITIAN CREOLE 3 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 2. Students are exposed to a variety of Haitian Creole literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Haitian Creole language and societies.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using

	details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language

	and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.

<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Haitian Creole for Haitian Creole Speakers 4 Honors (#0700330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0700330

**Abbreviated Title:** HAITIAN CREOLE 4 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 3. Students are exposed to a variety of Haitian Creole literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Haitian Creole language and societies.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target

	language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.

<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.
<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.

<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture’s contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an</li> </ol>

	<p>issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<a href="#">LAFS.1112.SL.1.3:</a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<a href="#">LAFS.1112.RH.1.2:</a>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>



- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **French 1 (#0701320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0701320

**Abbreviated Title:** FRENCH 1

**Number of Credits:** One credit (1)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<b>Name</b>	<b>Description</b>
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## **French 2 (#0701330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0701330

**Abbreviated Title:** FRENCH 2

**Number of Credits:** One credit (1)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<b>Name</b>	<b>Description</b>
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.

<a href="#">WL.K12.IL.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.IL.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.IL.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.IL.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.IL.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.IL.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.IL.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.IL.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.IL.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.IL.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.IL.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.IL.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.IL.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.IL.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.IL.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.IL.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world,

	through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and

	connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.

<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## French 3 Honors (#0701340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0701340

**Abbreviated Title:** FRENCH 3 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and detail.

<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of

	view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make connections to other content areas.

<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization</li> </ol>

that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation

provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## French 4 Honors (#0701350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0701350

**Abbreviated Title:** FRENCH 4 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target



	culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various

	cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.
<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside

	fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines

	through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most</li> </ol>

significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## French 5 Honors (#0701360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0701360

**Abbreviated Title:** FRENCH 5 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short lectures on a variety of topics.

<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional



	issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.

<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the

topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## French 6 Honors (#0701370)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0701370

**Abbreviated Title:** FRENCH 6 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

French 6 expands the communication skills acquired by students in French 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.1:</a>	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries

	where the target language
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a

	complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources

	written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can



follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and

examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## German 1 (#0702320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0702320

**Abbreviated Title:** GERMAN 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

German 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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



from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## German 2 (#0702330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0702330

**Abbreviated Title:** GERMAN 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

German 2 reinforces the fundamental skills acquired by the students in German 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations,

	and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.

<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.

<a href="#">WL.K12.II.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one

	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key



events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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



from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## German 3 Honors (#0702340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0702340

**Abbreviated Title:** GERMAN 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

German 3 provides mastery and expansion of skills acquired by the students in German 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on

	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to

	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make

	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ol>

alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows

[LAFS.1112.WHST.1.2:](#)

from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## German 4 Honors (#0702350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0702350

**Abbreviated Title:** GERMAN 4 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

German 4 expands the skills acquired by the students in German 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target

	culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various

	cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.
<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside

	fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines

	through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<a href="#">LAFS.1112.RH.1.2:</a>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most</li> </ol>

significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## German 5 Honors (#0702360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0702360

**Abbreviated Title:** GERMAN 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

German 5 expands the skills acquired by students in German 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short



	lectures on a variety of topics.
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.

<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.

<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the

	<p>topic.</p> <ul style="list-style-type: none"><li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li></ul>
--	--

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## German 6 Honors (#0702370)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0702370

**Abbreviated Title:** GERMAN 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

German 6 expands the communication skills acquired by students in German 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.1:</a>	Demonstrate understanding of lexical variations, idiomatic

	expressions, colloquialism, and accents from different countries where the target language
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.

<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.



<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence,

conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Greek 1 (#0703320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703320

**Abbreviated Title:** GREEK 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Greek 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>



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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Greek 2 (#0703330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703330

**Abbreviated Title:** GREEK 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Greek 2 reinforces the fundamental skills acquired by the students in Greek 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations,

	and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.

<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.

<a href="#">WL.K12.II.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one



	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key



events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Greek 3 Honors (#0703340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703340

**Abbreviated Title:** GREEK 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Greek 3 provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on

	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to

	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make

	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ol>

alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows



from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Greek 4 Honors (#0703350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703350

**Abbreviated Title:** GREEK 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Greek 4 expands the skills acquired by the students in Greek 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and

	videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing

	and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.

<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#">LAFS.1112.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ol>

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## Greek 5 Honors (#0703360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703360

**Abbreviated Title:** GREEK 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Greek 5 expands the skills acquired by students in Greek 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short

	lectures on a variety of topics.
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.

<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.

<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the

	<p>topic.</p> <ul style="list-style-type: none"><li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li></ul>
--	--

<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
---	---

## Greek 6 Honors (#0703370)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703370

**Abbreviated Title:** GREEK 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Greek 6 expands the communication skills acquired by students in Greek 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.1:</a>	Demonstrate understanding of lexical variations, idiomatic

	expressions, colloquialism, and accents from different countries where the target language
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.



<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.

<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence,

conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Classical Greek 1 (#0703380)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703380

**Abbreviated Title:** CL GREEK 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Classical Greek 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**Special Note:** Classical Greek students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.

<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.

<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.



<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched

material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone

while attending to the norms and conventions of the discipline in which they are writing.

- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

[LAFS.910.WHST.1.2:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Classical Greek 2 (#0703390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0703390

**Abbreviated Title:** CL GREEK 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Classical Greek 2 expands the skills acquired by students in Classical Greek 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

**Special Note:** Classical Greek students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.II.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.

<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions,

	and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate



	meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to



	increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Hebrew 1 (#0704300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704300

**Abbreviated Title:** HEBREW 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>



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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Hebrew 2 (#0704310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704310

**Abbreviated Title:** HEBREW 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 2 reinforces the fundamental skills acquired by the students in Hebrew 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Hebrew 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations,

	and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.

<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.

<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one



	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key



events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Hebrew 3 Honors (#0704320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704320

**Abbreviated Title:** HEBREW 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 3 provides mastery and expansion of skills acquired by the students in Hebrew 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on

	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to

	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make

	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ul>

alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows

[LAFS.1112.WHST.1.2:](#)



from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Hebrew 4 Honors (#0704330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704330

**Abbreviated Title:** HEBREW 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### **Major Concepts/Content:**

Hebrew 4 expands the skills acquired by the students in Hebrew 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and

	videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing

	and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.

<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#">LAFS.1112.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ol>

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## Hebrew 5 Honors (#0704340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704340

**Abbreviated Title:** HEBREW 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 5 expands the skills acquired by students in Hebrew 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short

	lectures on a variety of topics.
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.

<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.

<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the

	<p>topic.</p> <ul style="list-style-type: none"><li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li></ul>
--	--

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Hebrew 6 Honors (#0704350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0704350

**Abbreviated Title:** HEBREW 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 6 expands the communication skills acquired by students in Hebrew 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.1:</a>	Demonstrate understanding of lexical variations, idiomatic

	expressions, colloquialism, and accents from different countries where the target language
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.



<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.

<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence,

conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Italian 1 (#0705320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0705320

**Abbreviated Title:** ITALIAN 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Italian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event



	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Italian 2 (#0705330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0705330

**Abbreviated Title:** ITALIAN 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations,

	and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.

<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.

<a href="#">WL.K12.II.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.



<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one



	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key

events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Italian 3 Honors (#0705340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0705340

**Abbreviated Title:** ITALIAN 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on

	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to

	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make

	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ol>



alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows

[LAFS.1112.WHST.1.2:](#)

from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Italian 4 Honors (#0705350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0705350

**Abbreviated Title:** ITALIAN 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Italian 4 expands the skills acquired by the students in Italian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and

	videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing

	and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.

<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

	among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ol>



- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Italian 5 Honors (#0705360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0705360

**Abbreviated Title:** ITALIAN 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Italian 5 expands the skills acquired by students in Italian 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short

	lectures on a variety of topics.
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.

<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.

<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the

	<p>topic.</p> <ul style="list-style-type: none"><li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li></ul>
--	--

[ELD.K12.ELL.1.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## Italian 6 Honors (#0705370)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0705370

**Abbreviated Title:** ITALIAN 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Italian 6 expands the communication skills acquired by students in Italian 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.1:</a>	Demonstrate understanding of lexical variations, idiomatic



	expressions, colloquialism, and accents from different countries where the target language
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.

<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.

<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence,

conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Latin 1 (#0706300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0706300

**Abbreviated Title:** LATIN 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
------	-------------

<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other

	disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of



	behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

- discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Latin 2 (#0706310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0706310

**Abbreviated Title:** LATIN 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<b>Name</b>	<b>Description</b>
<a href="#"><u>WL.K12.IL.1.4:</u></a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.IL.1.6:</u></a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#"><u>WL.K12.IL.2.1:</u></a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#"><u>WL.K12.IL.2.2:</u></a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#"><u>WL.K12.IL.2.4:</u></a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#"><u>WL.K12.IL.3.4:</u></a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#"><u>WL.K12.IL.4.1:</u></a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#"><u>WL.K12.IL.4.4:</u></a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#"><u>WL.K12.IL.5.1:</u></a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#"><u>WL.K12.IL.5.2:</u></a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#"><u>WL.K12.IL.5.3:</u></a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#"><u>WL.K12.IL.5.4:</u></a>	Compare and contrast information, concepts, and ideas.
<a href="#"><u>WL.K12.IL.5.5:</u></a>	Develop questions to obtain and clarify information.
<a href="#"><u>WL.K12.IL.5.6:</u></a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.IL.5.7:</u></a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#"><u>WL.K12.IL.6.1:</u></a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#"><u>WL.K12.IL.6.2:</u></a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#"><u>WL.K12.IL.6.3:</u></a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#"><u>WL.K12.IL.6.4:</u></a>	Identify products of culture (e.g., food, shelter, clothing,

	transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.IL.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected

	sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and</li> </ol>

- deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical



processes.

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Latin 3 Honors (#0706320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0706320

**Abbreviated Title:** LATIN 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

**Special Note.** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations

	on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary

	and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to</li> </ol>

	<p>questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#">LAFS.1112.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows</p>

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Latin 4 Honors (#0706330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0706330

**Abbreviated Title:** LATIN 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Latin 4 expands the skills acquired by students in Latin 3. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**



Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.

<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic

	expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture’s contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</li> </ol>

research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,

between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Latin 5 Honors (#0706340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0706340

**Abbreviated Title:** LATIN 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Latin 5 expands the skills acquired by students in Latin 4. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author’s purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for



	correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on



others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the

audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## **Latin 6 Honors (#0706350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0706350

**Abbreviated Title:** LATIN 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **GENERAL NOTES**

#### **Major Concepts/Content:**

Latin 5 expands the skills acquired by students in Latin 4. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.

<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture’s philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to</li> </ol>

	<p>questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#">LAFS.1112.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows</p>

	from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"><li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li><li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li></ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## Russian 1 (#0707300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707300

**Abbreviated Title:** RUSSIAN 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Russian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

In Standards 7, 8, and 9, Connections, Comparisons and Communities are combined under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## Russian 2 (#0707310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707310

**Abbreviated Title:** RUSSIAN 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Russian 2 reinforces the fundamental skills acquired by the students in Russian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Russian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations,



	and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.

<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.

<a href="#">WL.K12.II.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one

	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key

events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Russian 3 Honors (#0707320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707320

**Abbreviated Title:** RUSSIAN 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Russian 3 provides mastery and expansion of skills acquired by the students in Russian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on



	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to

	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make

	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> .
	<ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from </li> </ol>

alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows

[LAFS.1112.WHST.1.2:](#)

from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Russian 4 Honors (#0707330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0707330

**Abbreviated Title:** RUSSIAN 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Russian 4 expands the skills acquired by the students in Russian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and

	videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing



	and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.

<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

	among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ol>

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Spanish 1 (#0708340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0708340

**Abbreviated Title:** SPANISH 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.



<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Spanish 2 (#0708350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0708350

**Abbreviated Title:** SPANISH 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations,

	and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.

<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.II.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.II.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.



<a href="#">WL.K12.II.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.



<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one

	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key

events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Spanish 3 Honors (#0708360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0708360

**Abbreviated Title:** SPANISH 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on

	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to

	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make



	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ol>

alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows

[LAFS.1112.WHST.1.2:](#)

from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Spanish 4 Honors (#0708370)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0708370

**Abbreviated Title:** SPANISH 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### **Major Concepts/Content:**

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and

	videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing

	and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.

<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links



<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#">LAFS.1112.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ol>

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Spanish 5 Honors (#0708380)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0708380

**Abbreviated Title:** SPANISH 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short

	lectures on a variety of topics.
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.

<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.

<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives

are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the

topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## Spanish 6 Honors (#0708390)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0708390

**Abbreviated Title:** SPANISH 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 6 expands the communication skills acquired by students in Spanish 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.SU.1.1:</a>	Demonstrate understanding of lexical variations, idiomatic

	expressions, colloquialism, and accents from different countries where the target language
<a href="#">WL.K12.SU.1.2:</a>	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.5:</a>	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.2.1:</a>	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
<a href="#">WL.K12.SU.2.2:</a>	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
<a href="#">WL.K12.SU.2.3:</a>	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
<a href="#">WL.K12.SU.2.4:</a>	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.

<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.

<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence,

conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Spanish for Spanish Speakers 1 (#0709300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0709300

**Abbreviated Title:** SPANISH SPEAKS 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
------	-------------

<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal



	with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and

	announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.

<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation</li> </ol>

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

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

discipline in which they are writing.

- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

[LAFS.910.WHST.1.2:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Spanish for Spanish Speakers 2 (#0709310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0709310

**Abbreviated Title:** SPANISH SPEAKS 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### **VERSION DESCRIPTION**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Name	Description
<a href="#">WL.K12.II.1.1:</a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.



<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#">WL.K12.II.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.II.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.II.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.II.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.II.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.II.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.II.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.II.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.II.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.II.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.II.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.II.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.II.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.II.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.II.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.II.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.II.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.



<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.

<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in

	other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of

reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

expertise of likely readers.

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Spanish for Spanish Speakers 3 Honors (#0709320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0709320

**Abbreviated Title:** SPANISH SPEAKS 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **VERSION DESCRIPTION**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.

<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.



<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.

<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or

secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Write arguments focused on *discipline-specific content*.

[LAFS.1112.WHST.1.1:](#)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and

techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Spanish for Spanish Speakers 4 Honors (#0709330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0709330

**Abbreviated Title:** SPANISH SPEAKS 4 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **VERSION DESCRIPTION**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 3. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation,

	language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.

<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the



	target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> .

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the

discipline and context as well as to the expertise of likely readers.

- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Spanish for Spanish Speakers 5 Honors (#0709340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0709340

**Abbreviated Title:** SPANISH SPEAKS 5 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **VERSION DESCRIPTION**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 4. Students will be able to recognize a variety of Spanish literary genres, authors, and technical styles from different cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">WL.K12.AH.1.1:</a>	Demonstrate understanding of extended speech and short lectures on a variety of topics.
<a href="#">WL.K12.AH.1.2:</a>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<a href="#">WL.K12.AH.1.3:</a>	Analyze the speaker’s perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<a href="#">WL.K12.AH.1.4:</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<a href="#">WL.K12.AH.1.5:</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
<a href="#">WL.K12.AH.1.6:</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<a href="#">WL.K12.AH.2.1:</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<a href="#">WL.K12.AH.2.2:</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author’s purpose.
<a href="#">WL.K12.AH.2.3:</a>	Analyze the primary argument and supporting details in written texts.
<a href="#">WL.K12.AH.2.4:</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<a href="#">WL.K12.AH.3.1:</a>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<a href="#">WL.K12.AH.3.2:</a>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AH.3.3:</a>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<a href="#">WL.K12.AH.3.4:</a>	Develop and defend complex information during debates or meetings.
<a href="#">WL.K12.AH.3.5:</a>	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
<a href="#">WL.K12.AH.3.6:</a>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<a href="#">WL.K12.AH.3.7:</a>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<a href="#">WL.K12.AH.3.8:</a>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.

<a href="#">WL.K12.AH.4.1:</a>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<a href="#">WL.K12.AH.4.2:</a>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
<a href="#">WL.K12.AH.4.3:</a>	Deliver and defend a viewpoint on an academic or professional issue.
<a href="#">WL.K12.AH.4.4:</a>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<a href="#">WL.K12.AH.4.5:</a>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<a href="#">WL.K12.AH.4.6:</a>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
<a href="#">WL.K12.AH.5.1:</a>	Write with fluency and clarity well-structured documents on complex topics.
<a href="#">WL.K12.AH.5.2:</a>	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
<a href="#">WL.K12.AH.5.3:</a>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<a href="#">WL.K12.AH.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<a href="#">WL.K12.AH.5.5:</a>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<a href="#">WL.K12.AH.5.6:</a>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<a href="#">WL.K12.AH.5.7:</a>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<a href="#">WL.K12.AH.6.1:</a>	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
<a href="#">WL.K12.AH.6.2:</a>	Analyze aspects of the target language that are expressions of culture.
<a href="#">WL.K12.AH.6.3:</a>	Summarize the impact of influential people and events, and their contributions to the global community.
<a href="#">WL.K12.AH.6.4:</a>	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#">WL.K12.AH.7.1:</a>	Synthesize information from different subject areas through the

	target language to further knowledge of own language and culture.
<a href="#">WL.K12.AH.7.2:</a>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
<a href="#">WL.K12.AH.8.1:</a>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
<a href="#">WL.K12.AH.8.2:</a>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<a href="#">WL.K12.AH.8.3:</a>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<a href="#">WL.K12.AH.9.1:</a>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<a href="#">WL.K12.AH.9.2:</a>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>

<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that</li> </ol>



which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Spanish for Spanish Speakers 6 Honors (#0709350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0709350

**Abbreviated Title:** SPANISH SPEAKS 6 HON

**Number of Credits:** One credit (1)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### **VERSION DESCRIPTION**

#### **Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 5. Students will be able to interpret and draw conclusions from a variety of Spanish literary genres, concepts, and technical styles from different cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
<a href="#">WL.K12.SU.1.4:</a>	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
<a href="#">WL.K12.SU.1.6:</a>	Follow information from recorded authentic complex passages.
<a href="#">WL.K12.SU.3.1:</a>	Use language for all purposes effectively and consistently.
<a href="#">WL.K12.SU.3.2:</a>	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
<a href="#">WL.K12.SU.3.3:</a>	Express and defend viewpoints or recommendations on a variety of topics or statements.
<a href="#">WL.K12.SU.3.4:</a>	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
<a href="#">WL.K12.SU.3.5:</a>	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
<a href="#">WL.K12.SU.3.6:</a>	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
<a href="#">WL.K12.SU.3.7:</a>	Deliver and defend recommendations in business, scientific, academic, or social contexts.
<a href="#">WL.K12.SU.3.8:</a>	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
<a href="#">WL.K12.SU.4.1:</a>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
<a href="#">WL.K12.SU.4.2:</a>	Give a clearly articulated, well- structured presentation on a complex topic.
<a href="#">WL.K12.SU.4.3:</a>	Adapt presentation to reflect attitudes and culture of the audience.
<a href="#">WL.K12.SU.4.4:</a>	Present fluently and with ease in a variety of settings.
<a href="#">WL.K12.SU.4.5:</a>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
<a href="#">WL.K12.SU.4.6:</a>	Adapt oral presentations spontaneously to meet unexpected needs.
<a href="#">WL.K12.SU.5.1:</a>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and

	purposes.
<a href="#">WL.K12.SU.5.2:</a>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
<a href="#">WL.K12.SU.5.3:</a>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
<a href="#">WL.K12.SU.5.4:</a>	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
<a href="#">WL.K12.SU.5.5:</a>	Use humor and irony when writing an essay.
<a href="#">WL.K12.SU.5.6:</a>	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
<a href="#">WL.K12.SU.5.7:</a>	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
<a href="#">WL.K12.SU.6.1:</a>	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
<a href="#">WL.K12.SU.6.2:</a>	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<a href="#">WL.K12.SU.6.3:</a>	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
<a href="#">WL.K12.SU.6.4:</a>	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
<a href="#">WL.K12.SU.7.1:</a>	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
<a href="#">WL.K12.SU.7.2:</a>	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
<a href="#">WL.K12.SU.8.1:</a>	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
<a href="#">WL.K12.SU.8.2:</a>	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
<a href="#">WL.K12.SU.8.3:</a>	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
<a href="#">WL.K12.SU.9.1:</a>	Use the skills acquired in the target language to interact with

	native speakers of the language on a variety of topics.
<a href="#">WL.K12.SU.9.2:</a>	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization</li> </ol>

that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation

provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Arabic 1 (#0710300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0710300

**Abbreviated Title:** ARABIC 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Arabic 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.



<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.
<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often

	using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when

	expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and</li> </ol>

	<p>deadlines, and individual roles as needed.</p> <ul style="list-style-type: none"> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#">LAFS.910.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#">LAFS.910.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#">LAFS.910.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><a href="#">LAFS.910.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical</p>

processes.

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Arabic 2 (#0710310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0710310

**Abbreviated Title:** ARABIC 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Arabic 2 reinforces the fundamental skills acquired by the students in Arabic 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Arabic 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on



	familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make



	something or complete a task.
<a href="#">WL.K12.IL.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.IL.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.IL.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.IL.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.IL.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.IL.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.IL.5.5:</a>	Develop questions to obtain and clarify information.
<a href="#">WL.K12.IL.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.IL.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.IL.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.IL.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.IL.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.IL.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.IL.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.IL.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.IL.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#">WL.K12.IL.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face

	encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language

	and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> .

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Chinese 1 (#0711300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0711300

**Abbreviated Title:** CHINESE 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.NM.1.1:</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings,

	pictures, and actions.
<a href="#">WL.K12.NM.1.2:</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#">WL.K12.NM.1.3:</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#">WL.K12.NM.1.4:</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#">WL.K12.NM.1.5:</a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#">WL.K12.NM.1.6:</a>	Follow short, simple directions.
<a href="#">WL.K12.NM.2.1:</a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#">WL.K12.NM.2.2:</a>	Demonstrate understanding of short, simple literary stories.
<a href="#">WL.K12.NM.2.3:</a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#">WL.K12.NM.2.4:</a>	Recognize words and phrases when used in context on familiar topics.
<a href="#">WL.K12.NM.3.1:</a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#">WL.K12.NM.3.2:</a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#">WL.K12.NM.3.3:</a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#">WL.K12.NM.3.4:</a>	Exchange essential information about self, family, and familiar topics.
<a href="#">WL.K12.NM.3.5:</a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#">WL.K12.NM.3.6:</a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#">WL.K12.NM.3.7:</a>	Understand and respond appropriately to simple directions.
<a href="#">WL.K12.NM.3.8:</a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#">WL.K12.NM.4.1:</a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#">WL.K12.NM.4.2:</a>	Present personal information about self and others.
<a href="#">WL.K12.NM.4.3:</a>	Express likes and dislikes.
<a href="#">WL.K12.NM.4.4:</a>	Provide an account of daily activities.
<a href="#">WL.K12.NM.4.5:</a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#">WL.K12.NM.4.6:</a>	Present simple information about a familiar topic using visuals.



<a href="#">WL.K12.NM.5.1:</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#">WL.K12.NM.5.2:</a>	Fill out a simple form with basic information.
<a href="#">WL.K12.NM.5.3:</a>	Write simple sentences about self and/or others.
<a href="#">WL.K12.NM.5.4:</a>	Write simple sentences that help in day-to-day life communication.
<a href="#">WL.K12.NM.5.5:</a>	Write about previously acquired knowledge and experiences.
<a href="#">WL.K12.NM.5.6:</a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#">WL.K12.NM.5.7:</a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#">WL.K12.NM.6.1:</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#">WL.K12.NM.6.2:</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#">WL.K12.NM.6.3:</a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#">WL.K12.NM.6.4:</a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#">WL.K12.NM.7.1:</a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#">WL.K12.NM.7.2:</a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#">WL.K12.NM.8.1:</a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#">WL.K12.NM.8.2:</a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#">WL.K12.NM.8.3:</a>	Identify celebrations typical of the target culture and one's own.
<a href="#">WL.K12.NM.9.1:</a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#">WL.K12.NM.9.2:</a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
<a href="#">WL.K12.NH.1.1:</a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#">WL.K12.NH.1.2:</a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#">WL.K12.NH.1.3:</a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#">WL.K12.NH.1.4:</a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.

<a href="#">WL.K12.NH.1.5:</a>	Demonstrate understanding of simple stories or narratives.
<a href="#">WL.K12.NH.1.6:</a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#">WL.K12.NH.2.1:</a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#">WL.K12.NH.2.2:</a>	Identify the elements of story such as setting, theme and characters.
<a href="#">WL.K12.NH.2.3:</a>	Demonstrate understanding of signs and notices in public places.
<a href="#">WL.K12.NH.2.4:</a>	Identify key detailed information needed to fill out forms.
<a href="#">WL.K12.NH.3.1:</a>	Engage in short social interactions using phrases and simple sentences.
<a href="#">WL.K12.NH.3.2:</a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#">WL.K12.NH.3.3:</a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#">WL.K12.NH.3.4:</a>	Ask and answer a variety of questions about personal information.
<a href="#">WL.K12.NH.3.5:</a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#">WL.K12.NH.3.6:</a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#">WL.K12.NH.3.7:</a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#">WL.K12.NH.3.8:</a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#">WL.K12.NH.4.1:</a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.4.2:</a>	Describe aspects of daily life using complete sentences.
<a href="#">WL.K12.NH.4.3:</a>	Describe familiar experiences or events using both general and specific language.
<a href="#">WL.K12.NH.4.4:</a>	Present personal information about one's self and others.
<a href="#">WL.K12.NH.4.5:</a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#">WL.K12.NH.4.6:</a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#">WL.K12.NH.5.1:</a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#">WL.K12.NH.5.2:</a>	Write simple statements to describe aspects of daily life.
<a href="#">WL.K12.NH.5.3:</a>	Write a description of a familiar experience or event.
<a href="#">WL.K12.NH.5.4:</a>	Write short personal notes using a variety of media.
<a href="#">WL.K12.NH.5.5:</a>	Request information in writing to obtain something needed.
<a href="#">WL.K12.NH.5.6:</a>	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
<a href="#">WL.K12.NH.5.7:</a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#">WL.K12.NH.6.1:</a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#">WL.K12.NH.6.2:</a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#">WL.K12.NH.6.3:</a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#">WL.K12.NH.6.4:</a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#">WL.K12.NH.7.2:</a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#">WL.K12.NH.7.1:</a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#">WL.K12.NH.8.1:</a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#">WL.K12.NH.8.2:</a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#">WL.K12.NH.8.3:</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#">WL.K12.NH.9.1:</a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#">WL.K12.NH.9.2:</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

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

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Chinese 2 (#0711310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0711310

**Abbreviated Title:** CHINESE 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IL.1.1:</a>	Use context cues to identify the main idea and essential details on

	familiar topics expressed in short conversations, presentations, and messages.
<a href="#">WL.K12.II.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#">WL.K12.II.1.3:</a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#">WL.K12.II.1.4:</a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#">WL.K12.II.1.5:</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#">WL.K12.II.1.6:</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#">WL.K12.II.2.1:</a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#">WL.K12.II.2.2:</a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#">WL.K12.II.2.3:</a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#">WL.K12.II.2.4:</a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#">WL.K12.II.3.1:</a>	Initiate and engage in a conversation on familiar topics.
<a href="#">WL.K12.II.3.2:</a>	Interact with others in everyday situations.
<a href="#">WL.K12.II.3.3:</a>	Express and react to feelings and emotions in real life situations.
<a href="#">WL.K12.II.3.4:</a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#">WL.K12.II.3.5:</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#">WL.K12.II.3.6:</a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#">WL.K12.II.3.7:</a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#">WL.K12.II.3.8:</a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#">WL.K12.II.4.1:</a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#">WL.K12.II.4.2:</a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#">WL.K12.II.4.3:</a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#">WL.K12.II.4.4:</a>	Provide a logical sequence of instructions on how to make



	something or complete a task.
<a href="#">WL.K12.IL.4.5:</a>	Present a short skit or play using well-structured sentences.
<a href="#">WL.K12.IL.4.6:</a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#">WL.K12.IL.5.1:</a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#">WL.K12.IL.5.2:</a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#">WL.K12.IL.5.3:</a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#">WL.K12.IL.5.4:</a>	Compare and contrast information, concepts, and ideas.
<a href="#">WL.K12.IL.5.6:</a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#">WL.K12.IL.5.7:</a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#">WL.K12.IL.6.1:</a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#">WL.K12.IL.6.2:</a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#">WL.K12.IL.6.3:</a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#">WL.K12.IL.6.4:</a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#">WL.K12.IL.7.1:</a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#">WL.K12.IL.7.2:</a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#">WL.K12.IL.8.1:</a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#">WL.K12.IL.8.2:</a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#">WL.K12.IL.8.3:</a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#">WL.K12.IL.9.1:</a>	Use the target language to participate in different activities for personal enjoyment and enrichment.



<a href="#">WL.K12.II.9.2:</a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#">WL.K12.IM.1.1:</a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#">WL.K12.IM.1.2:</a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#">WL.K12.IM.1.3:</a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#">WL.K12.IM.1.4:</a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#">WL.K12.IM.1.5:</a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#">WL.K12.IM.1.6:</a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#">WL.K12.IM.2.1:</a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#">WL.K12.IM.2.2:</a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#">WL.K12.IM.2.3:</a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#">WL.K12.IM.2.4:</a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#">WL.K12.IM.3.1:</a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#">WL.K12.IM.3.2:</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#">WL.K12.IM.3.3:</a>	Express personal views and opinions on a variety of topics.
<a href="#">WL.K12.IM.3.4:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#">WL.K12.IM.3.5:</a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#">WL.K12.IM.3.6:</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#">WL.K12.IM.3.7:</a>	Follow grammatical rules for self-correction when speaking.
<a href="#">WL.K12.IM.3.8:</a>	Describe a problem or situation with details and state an opinion.
<a href="#">WL.K12.IM.4.1:</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

<a href="#">WL.K12.IM.4.2:</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#">WL.K12.IM.4.3:</a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#">WL.K12.IM.4.4:</a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#">WL.K12.IM.4.5:</a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#">WL.K12.IM.4.6:</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#">WL.K12.IM.5.1:</a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#">WL.K12.IM.5.2:</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#">WL.K12.IM.5.3:</a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#">WL.K12.IM.5.4:</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#">WL.K12.IM.5.5:</a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#">WL.K12.IM.5.6:</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#">WL.K12.IM.5.7:</a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#">WL.K12.IM.6.1:</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#">WL.K12.IM.6.2:</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#">WL.K12.IM.6.3:</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#">WL.K12.IM.6.4:</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IM.7.1:</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#">WL.K12.IM.7.2:</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.IM.8.1:</a>	Compare language structures and skills that transfer from one

	language to another.
<a href="#">WL.K12.IM.8.2:</a>	Compare and contrast structural patterns in the target language and own.
<a href="#">WL.K12.IM.8.3:</a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#">WL.K12.IM.9.1:</a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#">WL.K12.IM.9.2:</a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key

events or ideas develop over the course of the text.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

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

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

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

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Chinese 3 Honors (#0711320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0711320

**Abbreviated Title:** CHINESE 3 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 3 provides mastery and expansion of skills acquired by the students in Chinese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities in which are important to the everyday life of the target language-speaking people.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.IH.1.1:</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on

	familiar topics.
<a href="#">WL.K12.IH.1.2:</a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.1.3:</a>	Follow informal presentations on a variety of topics.
<a href="#">WL.K12.IH.1.4:</a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#">WL.K12.IH.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#">WL.K12.IH.1.6:</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#">WL.K12.IH.2.1:</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#">WL.K12.IH.2.2:</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#">WL.K12.IH.2.3:</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#">WL.K12.IH.2.4:</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#">WL.K12.IH.3.1:</a>	State and support different points of views and take an active part in discussions.
<a href="#">WL.K12.IH.3.2:</a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#">WL.K12.IH.3.3:</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#">WL.K12.IH.3.4:</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<a href="#">WL.K12.IH.3.5:</a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#">WL.K12.IH.3.6:</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#">WL.K12.IH.3.7:</a>	Ask for, follow, and give directions in complex situations.
<a href="#">WL.K12.IH.3.8:</a>	Describe and elaborate on a personal situation or problem using details.
<a href="#">WL.K12.IH.4.1:</a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#">WL.K12.IH.4.2:</a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#">WL.K12.IH.4.3:</a>	Describe personal experiences and interests with clarity and

	detail.
<a href="#">WL.K12.IH.4.4:</a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#">WL.K12.IH.4.5:</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#">WL.K12.IH.4.6:</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#">WL.K12.IH.5.1:</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#">WL.K12.IH.5.2:</a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#">WL.K12.IH.5.3:</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#">WL.K12.IH.5.4:</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#">WL.K12.IH.5.5:</a>	Describe, in writing, events in chronological order.
<a href="#">WL.K12.IH.5.6:</a>	Write about a story and describe reactions with clarity and detail.
<a href="#">WL.K12.IH.5.7:</a>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<a href="#">WL.K12.IH.6.1:</a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#">WL.K12.IH.6.2:</a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#">WL.K12.IH.6.3:</a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#">WL.K12.IH.6.4:</a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.IH.7.1:</a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#">WL.K12.IH.7.2:</a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#">WL.K12.IH.8.1:</a>	Compare similarities and differences between the target language and own language.
<a href="#">WL.K12.IH.8.2:</a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#">WL.K12.IH.8.3:</a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#">WL.K12.IH.9.1:</a>	Use knowledge acquired in the target language to reach out to



	the community to discuss a variety of topics and present point of view.
<a href="#">WL.K12.IH.9.2:</a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
<a href="#">WL.K12.AL.1.1:</a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<a href="#">WL.K12.AL.1.2:</a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#">WL.K12.AL.1.3:</a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#">WL.K12.AL.2.1:</a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#">WL.K12.AL.2.2:</a>	Make inferences and predictions from a written source.
<a href="#">WL.K12.AL.3.1:</a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#">WL.K12.AL.3.2:</a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#">WL.K12.AL.3.3:</a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#">WL.K12.AL.3.4:</a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#">WL.K12.AL.4.1:</a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#">WL.K12.AL.4.2:</a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#">WL.K12.AL.4.3:</a>	Speak using different time frames and appropriate mood with good control.
<a href="#">WL.K12.AL.5.1:</a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#">WL.K12.AL.5.2:</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#">WL.K12.AL.5.3:</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#">WL.K12.AL.5.4:</a>	Use idioms and idiomatic expressions in writing.
<a href="#">WL.K12.AL.6.1:</a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#">WL.K12.AL.6.2:</a>	Explain why the target language has value in culture and in a global society.
<a href="#">WL.K12.AL.7.1:</a>	Apply knowledge gained in the target language to make

	connections to other content areas.
<a href="#">WL.K12.AL.8.1:</a>	Apply new structural patterns acquired in the target language.
<a href="#">WL.K12.AL.9.1:</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.1112.SL.1.1:</a>	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ul>

alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows

[LAFS.1112.WHST.1.2:](#)

from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Chinese 4 Honors (#0711330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0711330

**Abbreviated Title:** CHINESE 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 4 expands the skills acquired by the students in Chinese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes including writing. Reading selections are varied and taken from newspapers, magazines, and literary works.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
<a href="#">WL.K12.AL.1.4:</a>	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and

	videos in order to function for personal needs within the target culture.
<a href="#">WL.K12.AL.1.5:</a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#">WL.K12.AL.1.6:</a>	Follow technical instructions for familiar products and services.
<a href="#">WL.K12.AL.2.3:</a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#">WL.K12.AL.2.4:</a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#">WL.K12.AL.3.5:</a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#">WL.K12.AL.3.6:</a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#">WL.K12.AL.3.7:</a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#">WL.K12.AL.3.8:</a>	Collaborate to develop and propose solutions to problems.
<a href="#">WL.K12.AL.4.4:</a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#">WL.K12.AL.4.5:</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#">WL.K12.AL.4.6:</a>	Provide information on academic and job related topics with clarity and detail.
<a href="#">WL.K12.AL.5.5:</a>	Write using different time frames and appropriate mood.
<a href="#">WL.K12.AL.5.6:</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#">WL.K12.AL.5.7:</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#">WL.K12.AL.6.3:</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#">WL.K12.AL.6.4:</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#">WL.K12.AL.7.2:</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#">WL.K12.AL.8.2:</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#">WL.K12.AL.8.3:</a>	Develop an appreciation for cultural differences by comparing

	and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#">WL.K12.AL.9.2:</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#">WL.K12.AM.1.1:</a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#">WL.K12.AM.1.2:</a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#">WL.K12.AM.1.3:</a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#">WL.K12.AM.1.4:</a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#">WL.K12.AM.1.5:</a>	Demonstrate understanding of different points of view in a discussion.
<a href="#">WL.K12.AM.1.6:</a>	Follow complex technical instructions and specifications in real life settings.
<a href="#">WL.K12.AM.2.1:</a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#">WL.K12.AM.2.2:</a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#">WL.K12.AM.2.3:</a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<a href="#">WL.K12.AM.2.4:</a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#">WL.K12.AM.3.1:</a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#">WL.K12.AM.3.2:</a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#">WL.K12.AM.3.3:</a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#">WL.K12.AM.3.4:</a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#">WL.K12.AM.3.5:</a>	Exchange and develop information about personal and academic tasks.
<a href="#">WL.K12.AM.3.6:</a>	Use a variety of idiomatic and culturally authentic expressions appropriately.

<a href="#">WL.K12.AM.3.7:</a>	Exchange general information on a variety of topics outside fields of interest.
<a href="#">WL.K12.AM.3.8:</a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#">WL.K12.AM.4.1:</a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#">WL.K12.AM.4.2:</a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#">WL.K12.AM.4.3:</a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#">WL.K12.AM.4.4:</a>	Prepare and deliver presentations based on inquiry or research.
<a href="#">WL.K12.AM.4.5:</a>	Narrate a story and describe reactions with clarity and detail.
<a href="#">WL.K12.AM.4.6:</a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#">WL.K12.AM.5.1:</a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#">WL.K12.AM.5.2:</a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#">WL.K12.AM.5.3:</a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<a href="#">WL.K12.AM.5.4:</a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#">WL.K12.AM.5.5:</a>	Write with clarity following consistent control of time frames and mood.
<a href="#">WL.K12.AM.5.6:</a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#">WL.K12.AM.5.7:</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#">WL.K12.AM.6.1:</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#">WL.K12.AM.6.2:</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#">WL.K12.AM.6.3:</a>	Evaluate the effects of the target culture's contributions on other societies.
<a href="#">WL.K12.AM.6.4:</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).



<a href="#">WL.K12.AM.7.1:</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#">WL.K12.AM.7.2:</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#">WL.K12.AM.8.1:</a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#">WL.K12.AM.8.2:</a>	Analyze the sound symbol association between the target language and own.
<a href="#">WL.K12.AM.8.3:</a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#">WL.K12.AM.9.1:</a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#">WL.K12.AM.9.2:</a>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#">LAFS.1112.WHST.1.1:</a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ol>

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Humanities Survey (#0900300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0900300

**Abbreviated Title:** HUM SURV

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

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

The purpose of this course is to enable students to survey major creative expressions of the cultural heritage of selected civilizations through study of the arts and their connections to areas such as literature, history, philosophy, and religion. Emphasis will be on the impact of cultural heritage on contemporary society and culture.

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

- Reflection of culture through the visual and performing arts
- Influence of historical events on the development of various civilizations
- Effect of history and culture on today's societies

### **Special Notes:**

#### **Instructional Practices**

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

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

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">SS.912.H.1.1:</a>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <div data-bbox="545 905 1369 1066" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p> </div>
<a href="#">SS.912.H.1.2:</a>	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <div data-bbox="545 1188 1369 1350" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p> </div>
<a href="#">SS.912.H.1.3:</a>	<p>Relate works in the arts to various cultures.</p> <div data-bbox="545 1398 1369 1560" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> </div>
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <div data-bbox="545 1608 1369 1770" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> </div>
<a href="#">SS.912.H.1.5:</a>	<p>Examine artistic response to social issues and new ideas in various cultures.</p>

	<p><b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">SS.912.H.1.7:</a>	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
<a href="#">SS.912.H.2.4:</a>	Examine the effects that works in the arts have on groups, individuals, and cultures.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music.
	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre.
	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media.
	<p><b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#">VA.912.H.1.10:</a>	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

	<p><b>Remarks/Examples:</b> e.g., belief system, ecology, environment, current visual culture, economy</p>
<p><a href="#">VA.912.H.1.3:</a></p>	<p>Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.</p>
<p><a href="#">VA.912.H.1.8:</a></p>	<p>Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.</p> <p><b>Remarks/Examples:</b> e.g., patronage, authority, iconography, gender, semiotics, deconstruction</p>
<p><a href="#">VA.912.H.1.9:</a></p>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">LAFS.910.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#">LAFS.910.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence</p>

	and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></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</p>



themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

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.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such

as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Humanities 1 (to 1500) Honors (#0900310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0900310

**Abbreviated Title:** HUM 1 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

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

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

### **Special Notes:**

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

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

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

Name	Description
<a href="#">SS.912.W.2.5:</a>	<p>Explain the contributions of the Byzantine Empire.</p> <p><b>Remarks/Examples:</b>            Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
<a href="#">SS.912.W.2.17:</a>	<p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p><b>Remarks/Examples:</b>            Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities,</p>

	Natural Law Philosophy, Scholasticism.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.H.1.1:</a>	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.  <b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
<a href="#">SS.912.H.1.2:</a>	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.  <b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
<a href="#">SS.912.H.1.3:</a>	Relate works in the arts to various cultures.  <b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
<a href="#">DA.912.C.1.3:</a>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.  <b>Remarks/Examples:</b> e.g., journal entries, discussion
<a href="#">DA.912.H.2.1:</a>	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.  <b>Remarks/Examples:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
<a href="#">DA.912.H.2.2:</a>	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact

	<p>of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">TH.912.C.1.4:</a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p><b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<a href="#">TH.912.H.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#">TH.912.H.1.2:</a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#">TH.912.H.2.1:</a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they

	emerged, to form an understanding of the influences that have shaped theatre.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">VA.912.C.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#">VA.912.C.2.8:</a>	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or

	exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the</li> </ol>



strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

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

[LAFS.910.WHST.2.6:](#)

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

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

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

[LAFS.910.WHST.4.10:](#)

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

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem.

Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. 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.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions

[MAFS.K12.MP.5.1:](#)

with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Humanities 2 (since 1500) Honors (#0900320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0900320

**Abbreviated Title:** HUM 2 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

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

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

### **Special Notes:**

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

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

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

Name	Description
<a href="#">SS.912.W.4.2:</a>	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
<a href="#">SS.912.W.4.4:</a>	Identify characteristics of Renaissance humanism in works of art.  <b>Remarks/Examples:</b> Examples are influence of classics, School of Athens.
<a href="#">SS.912.W.4.5:</a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.H.1.1:</a>	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods

	<p>in which they were created.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p> </div>
<p><a href="#">SS.912.H.1.2:</a></p>	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p> </div>
<p><a href="#">SS.912.H.1.3:</a></p>	<p>Relate works in the arts to various cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> </div>
<p><a href="#">SS.912.H.3.2:</a></p>	<p>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</p>
<p><a href="#">DA.912.C.1.3:</a></p>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., journal entries, discussion</p> </div>
<p><a href="#">DA.912.H.2.1:</a></p>	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p> </div>
<p><a href="#">DA.912.H.2.2:</a></p>	<p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p>
<p><a href="#">MU.912.C.1.2:</a></p>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">TH.912.C.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. <b>Remarks/Examples:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<a href="#">TH.912.H.1.4:</a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#">TH.912.H.2.1:</a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<a href="#">TH.912.H.2.2:</a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#">TH.912.H.2.5:</a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#">VA.912.C.1.6:</a>	Identify rationale for aesthetic choices in recording visual media. <b>Remarks/Examples:</b>



	e.g., two-, three-, and four-dimensional media, motion or multi-media
<a href="#">VA.912.C.1.8:</a>	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
<a href="#">VA.912.C.3.2:</a>	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
<a href="#">VA.912.H.1.1:</a>	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
<a href="#">VA.912.H.1.3:</a>	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly,

	concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level</li> </ol>

	<p>and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and</p>

audience.

[LAFS.910.WHST.2.6:](#)

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

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

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

[LAFS.910.WHST.4.10:](#)

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

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

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

approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

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.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use

them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. 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.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Humanities Transfer (#0900990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 0900990

**Abbreviated Title:** HUM TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Library/Media Transfer (#1100990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1100990

**Abbreviated Title:** LIB/MED TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Music Theory 1 (#1300300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1300300

**Abbreviated Title:** MUS THEORY 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **Special Notes:**

#### **Instructional Practices**

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

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

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.

	<p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.8:</a>	Record, mix, and edit a recorded performance.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the

	listener, the implied meaning of the composer/performer.
	<p><b>Remarks/Examples:</b>  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b>  e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p><b>Remarks/Examples:</b>  e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style

	are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Music Theory 2 Honors (#1300310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1300310

**Abbreviated Title:** MUS THEORY 2 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **Instructional Practices**

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

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

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
<a href="#">MU.912.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists

<p><a href="#">MU.912.C.1.2:</a></p>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><a href="#">MU.912.C.1.3:</a></p>	<p>Analyze instruments of the world and classify them by common traits.</p> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p>
<p><a href="#">MU.912.C.2.3:</a></p>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p>
<p><a href="#">MU.912.C.3.1:</a></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><a href="#">MU.912.S.1.1:</a></p>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<p><a href="#">MU.912.S.1.2:</a></p>	<p>Compose music for voices and/or acoustic, digital, or electronic instruments.</p>
<p><a href="#">MU.912.S.1.3:</a></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<p><a href="#">MU.912.S.1.4:</a></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<p><a href="#">MU.912.S.1.8:</a></p>	<p>Record, mix, and edit a recorded performance.</p>
<p><a href="#">MU.912.S.2.1:</a></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b></p>



	e.g., memorization, sequential process
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.

<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.2:</a>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</div>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.1.2:</a>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<a href="#">MU.912.F.2.2:</a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</div>
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Guitar 1 (#1301320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301320

**Abbreviated Title:** GUITAR 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1209 1367 1331" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div data-bbox="545 1619 1367 1740" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         </div>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., patriotic, folk, celebration, entertainment, spiritual         </div>
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., acoustics, sound amplification, materials, mechanics         </div>
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> </ol>

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Guitar 2 (#1301330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301330

**Abbreviated Title:** GUITAR 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**



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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 989 1369 1115" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. <div data-bbox="545 1234 1369 1434" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div data-bbox="545 1797 1369 1877" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., texture, mode, form, tempo, voicing
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  <b>Remarks/Examples:</b> e.g., memorization, sequential process
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.  <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  <b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music.  <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.  <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Guitar 3 (#1301340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301340

**Abbreviated Title:** GUITAR 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria

	to personal development in music.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.

<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music.</p> <div data-bbox="561 275 1369 401" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p> </div>
<p><a href="#">MU.912.H.1.3:</a></p>	<p>Compare two or more works of a composer across performance media.</p> <div data-bbox="561 485 1369 646" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p> </div>
<p><a href="#">MU.912.H.2.1:</a></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><a href="#">MU.912.H.3.1:</a></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <div data-bbox="561 846 1369 972" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </div>
<p><a href="#">MU.912.F.3.2:</a></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RST.2.4:</a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>

	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Guitar 4 Honors (#1301350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301350

**Abbreviated Title:** GUITAR 4 HONORS

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria

	to personal development in music.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony,</p>

	texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.  <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.3.2:</a>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.  <b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<a href="#">MU.912.F.1.2:</a>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<a href="#">MU.912.F.2.1:</a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

	<p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.3:</a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.2:</a>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<a href="#">MU.912.F.3.3:</a>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<a href="#">MU.912.F.3.4:</a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<a href="#">LAFS.1112.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<a href="#">LAFS.1112.SL.1.3:</a>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<a href="#">LAFS.1112.SL.2.5:</a>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<a href="#">LAFS.1112.RST.2.4:</a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and</p>

	topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Keyboard 1 (#1301360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301360

**Abbreviated Title:** KEYBD 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>                          e.g., listening maps, active listening, checklists                     </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>                          e.g., using text or scat syllables                     </div>
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b> </div>



	e.g., texture, mode, form, tempo, voicing
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Keyboard 2 (#1301370)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301370

**Abbreviated Title:** KEYBD 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., listening maps, active listening, checklists           </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title           </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b> </div>

	e.g., using text or scat syllables
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear. <b>Remarks/Examples:</b> e.g., singing, playing, writing
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. <b>Remarks/Examples:</b> e.g., memorization, sequential process
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music.

	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence

	and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Keyboard 3 (#1301380)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301380

**Abbreviated Title:** KEYBD 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>



For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div data-bbox="560 1245 1369 1373" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  <div data-bbox="560 1493 1369 1696" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or

	improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<p><a href="#">MU.912.S.3.5:</a></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><a href="#">MU.912.O.1.1:</a></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><a href="#">MU.912.O.2.1:</a></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><a href="#">MU.912.O.3.2:</a></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><a href="#">MU.912.H.1.2:</a></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><a href="#">MU.912.H.1.3:</a></p>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><a href="#">MU.912.H.1.5:</a></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<p><a href="#">MU.912.H.2.1:</a></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><a href="#">MU.912.H.2.4:</a></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<p><a href="#">MU.912.H.3.1:</a></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound</p>

	production affects musical performance.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </div>
<a href="#">MU.912.H.3.2:</a>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p> </div>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
<a href="#">MU.912.F.2.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p> </div>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Keyboard 4 Honors (#1301390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1301390

**Abbreviated Title:** KEYBD 4 HONORS

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="560 1318 1369 1444" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="560 1564 1369 1770" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live

	performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., singing, playing, writing</div>
<a href="#">MU.912.S.1.6:</a>	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers</div>
<a href="#">MU.912.S.1.7:</a>	Combine and/or create virtual and audio instruments.
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., memorization, sequential process</div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.



<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <div data-bbox="561 352 1367 520" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <div data-bbox="561 598 1367 766" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         </div>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <div data-bbox="561 1045 1367 1245" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         </div>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <div data-bbox="561 1409 1367 1535" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., patriotic, folk, celebration, entertainment, spiritual         </div>
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <div data-bbox="561 1619 1367 1787" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         </div>
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.

	<p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
	Analyze the evolution of a music genre.
<a href="#">MU.912.H.2.3:</a>	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
<a href="#">MU.912.H.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.1.2:</a>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<a href="#">MU.912.F.2.1:</a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

	<p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#">MU.912.F.2.3:</a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.1:</a>	<p>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<a href="#">MU.912.F.3.2:</a>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<a href="#">MU.912.F.3.3:</a>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<a href="#">MU.912.F.3.4:</a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<a href="#">LAFS.1112.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<a href="#">LAFS.1112.SL.1.3:</a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives</p>

	are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Band 1 (#1302300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302300

**Abbreviated Title:** BAND 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1209 1367 1331" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="545 1461 1367 1654" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits. <div data-bbox="545 1745 1367 1862" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p> </div>

<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.

	<p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p>



<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Band 2 (#1302310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302310

**Abbreviated Title:** BAND 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1245 1367 1373" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="545 1493 1367 1696" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits. <div data-bbox="545 1774 1367 1898" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p> </div>

<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.

	<p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p>

<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., jazz, blues</p> </div>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Band 3 (#1302320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302320

**Abbreviated Title:** BAND 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course requires students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="560 1207 1372 1333" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="560 1459 1372 1659" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits. <div data-bbox="560 1743 1372 1858" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p> </div>



<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<p><a href="#">MU.912.S.3.5:</a></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><a href="#">MU.912.O.1.1:</a></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><a href="#">MU.912.O.2.1:</a></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><a href="#">MU.912.O.2.2:</a></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><a href="#">MU.912.O.3.1:</a></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><a href="#">MU.912.O.3.2:</a></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><a href="#">MU.912.H.1.2:</a></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><a href="#">MU.912.H.1.3:</a></p>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano</p>

	solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
	Analyze the evolution of a music genre.
<a href="#">MU.912.H.2.3:</a>	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

	among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Band 4 (#1302330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302330

**Abbreviated Title:** BAND 4

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Type:** Core

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's

need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="561 1472 1367 1598" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div data-bbox="561 1719 1367 1866" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive</p> </div>

	elements, title
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits. <b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions. <b>Remarks/Examples:</b> e.g., using text or scat syllables
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear. <b>Remarks/Examples:</b> e.g., singing, playing, writing
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. <b>Remarks/Examples:</b> e.g., memorization, sequential process
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a

	varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills. <b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b>



	e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	<p>Analyze the evolution of a music genre.</p> <p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p><b>Remarks/Examples:</b></p>

	e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Band 5 Honors (#1302340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302340

**Abbreviated Title:** BAND 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** 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. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">SS.912.H.1.5:</a>	Examine artistic response to social issues and new ideas in various cultures.  <b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
<a href="#">SS.912.H.2.3:</a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  <b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits.  <b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions.  <b>Remarks/Examples:</b> e.g., using text or scat syllables
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition.  <b>Remarks/Examples:</b>

	e.g., texture, mode, form, tempo, voicing
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance

	practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b>  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Investigate and discuss how a culture's traditions are reflected through its music.
<a href="#">MU.912.H.1.1:</a>	<p><b>Remarks/Examples:</b>  e.g., patriotic, folk, celebration, entertainment, spiritual</p>
	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
<a href="#">MU.912.H.1.2:</a>	<p><b>Remarks/Examples:</b>  e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
	Compare two or more works of a composer across performance media.
<a href="#">MU.912.H.1.3:</a>	<p><b>Remarks/Examples:</b>  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre.

	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.1:</a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
	<p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.2:</a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
	<p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.



<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Band 6 Honors (#1302350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302350

**Abbreviated Title:** BAND 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** 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. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">SS.912.H.1.5:</a>	Examine artistic response to social issues and new ideas in various cultures.  <b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and

	achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.1.3:</a>	<p>Analyze instruments of the world and classify them by common traits.</p> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear.

	<p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<a href="#">MU.912.S.3.1:</a>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.3:</a>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p>
<a href="#">MU.912.S.3.4:</a>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<a href="#">MU.912.O.2.2:</a>	<p>Transpose melodies into different modalities through performance and composition.</p>
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe</p>

	<p>how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b>  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b>  e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b>  e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b>  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	<p>Analyze the evolution of a music genre.</p> <p><b>Remarks/Examples:</b>  e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.

<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <div data-bbox="561 306 1369 436" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </div>
<a href="#">MU.912.F.1.1:</a>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p>
<a href="#">MU.912.F.2.1:</a>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <div data-bbox="561 636 1369 835" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p> </div>
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <div data-bbox="561 919 1369 1079" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p> </div>
<a href="#">MU.912.F.2.3:</a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <div data-bbox="561 1165 1369 1325" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p> </div>
<a href="#">MU.912.F.3.1:</a>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<a href="#">MU.912.F.3.2:</a>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<a href="#">MU.912.F.3.3:</a>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<a href="#">MU.912.F.3.4:</a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or</p>

	knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Orchestra 1 (#1302360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302360

**Abbreviated Title:** ORCH 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="544 1102 1369 1234" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</p> <div data-bbox="544 1350 1369 1549" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	<p>Analyze instruments of the world and classify them by common traits.</p> <div data-bbox="544 1633 1369 1759" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live

	performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p> </div>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre</p> </div>

	choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media. <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Orchestra 2 (#1302370)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302370

**Abbreviated Title:** ORCH 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="545 1178 1367 1304" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div data-bbox="545 1423 1367 1625" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	<p>Analyze instruments of the world and classify them by common traits.</p> <div data-bbox="545 1705 1367 1831" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal

	performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
	Perform and notate, independently and accurately, melodies by ear.
<a href="#">MU.912.S.1.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	Sight-read music accurately and expressively to show synthesis of skills.
<a href="#">MU.912.S.3.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	Develop and demonstrate proper vocal or instrumental technique.
<a href="#">MU.912.S.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
<a href="#">MU.912.O.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p> </div>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.



	<p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music.
	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
	<p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.
	<p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre.
	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

	property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Orchestra 3 (#1302380)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302380

**Abbreviated Title:** ORCH 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="561 1178 1367 1304" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div data-bbox="561 1423 1367 1623" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	<p>Analyze instruments of the world and classify them by common traits.</p> <div data-bbox="561 1707 1367 1833" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal

	performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony,</p> </div>

	texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b>  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Investigate and discuss how a culture's traditions are reflected through its music.
<a href="#">MU.912.H.1.1:</a>	<p><b>Remarks/Examples:</b>  e.g., patriotic, folk, celebration, entertainment, spiritual</p>
	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
<a href="#">MU.912.H.1.2:</a>	<p><b>Remarks/Examples:</b>  e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
	Compare two or more works of a composer across performance media.
<a href="#">MU.912.H.1.3:</a>	<p><b>Remarks/Examples:</b>  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre.

	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and

	topics.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Orchestra 4 (#1302390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302390

**Abbreviated Title:** ORCH 4

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
<a href="#">MU.912.C.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.1.3:</a>	<p>Analyze instruments of the world and classify them by common traits.</p> <p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live

	performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.

<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre. <b>Remarks/Examples:</b> e.g., jazz, blues
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.2:</a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any

	discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Orchestra 5 Honors (#1302400)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302400

**Abbreviated Title:** ORCH 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="561 1325 1367 1455" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div data-bbox="561 1570 1367 1770" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits.



	<p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.

	<p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><a href="#">MU.912.O.1.1:</a></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><a href="#">MU.912.O.2.1:</a></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><a href="#">MU.912.O.2.2:</a></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><a href="#">MU.912.O.3.1:</a></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><a href="#">MU.912.O.3.2:</a></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><a href="#">MU.912.H.1.2:</a></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><a href="#">MU.912.H.1.3:</a></p>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>

<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
	Analyze the evolution of a music genre.
<a href="#">MU.912.H.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., jazz, blues</p> </div>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </div>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
<a href="#">MU.912.F.2.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p> </div>
	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
<a href="#">MU.912.F.2.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p> </div>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-

	line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Orchestra 6 Honors (#1302410)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302410

**Abbreviated Title:** ORCH 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="560 1325 1367 1451" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div data-bbox="560 1570 1367 1770" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits.

	<p><b>Remarks/Examples:</b> e.g., classical and folk instruments from around the world</p>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
	Arrange a musical work by manipulating two or more aspects of the composition.
<a href="#">MU.912.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
	Perform and notate, independently and accurately, melodies by ear.
<a href="#">MU.912.S.1.4:</a>	<p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
<a href="#">MU.912.S.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	Sight-read music accurately and expressively to show synthesis of skills.
<a href="#">MU.912.S.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<p><a href="#">MU.912.S.3.5:</a></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><a href="#">MU.912.O.1.1:</a></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><a href="#">MU.912.O.2.1:</a></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><a href="#">MU.912.O.2.2:</a></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><a href="#">MU.912.O.3.1:</a></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><a href="#">MU.912.O.3.2:</a></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><a href="#">MU.912.H.1.2:</a></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><a href="#">MU.912.H.1.3:</a></p>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano</p>



	solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre. <b>Remarks/Examples:</b> e.g., jazz, blues
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.1:</a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. <b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<a href="#">MU.912.F.2.2:</a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<a href="#">MU.912.F.2.3:</a>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

	<p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Techniques 1 (#1302420)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302420

**Abbreviated Title:** INSTRU TECNQS 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 982 1367 1108" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <div data-bbox="545 1717 1367 1881" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>

<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Techniques 2 (#1302430)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302430

**Abbreviated Title:** INSTRU TECNQS 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills.  <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or



	strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.  <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Techniques 3 (#1302440)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302440

**Abbreviated Title:** INSTRU TECNQS 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills.

	<p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	Develop and demonstrate proper vocal or instrumental technique.
<a href="#">MU.912.S.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Investigate and discuss how a culture's traditions are reflected through its music.
<a href="#">MU.912.H.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or

	knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Techniques 4 Honors (#1302450)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302450

**Abbreviated Title:** INSTRU TECNQS 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria

	to personal development in music.
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  <b>Remarks/Examples:</b> e.g., memorization, sequential process
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills.  <b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.  <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music.



	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.3.1:</a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.2.1:</a>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.3.1:</a>	<p>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<a href="#">MU.912.F.3.3:</a>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<a href="#">MU.912.F.3.4:</a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<a href="#">LAFS.1112.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<a href="#">LAFS.1112.SL.1.3:</a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Ensemble 1 (#1302460)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302460

**Abbreviated Title:** INSTRU ENS 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
<a href="#">MU.912.C.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
	Arrange a musical work by manipulating two or more aspects of the composition.
<a href="#">MU.912.S.1.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation,

	technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills. <b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Instrumental Ensemble 2 (#1302470)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302470

**Abbreviated Title:** INSTRU ENS 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1178 1367 1304" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div data-bbox="545 1671 1367 1797" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the



	creation or performance of music literature.
	<p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	Sight-read music accurately and expressively to show synthesis of skills.
<a href="#">MU.912.S.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
	Develop and demonstrate proper vocal or instrumental technique.
<a href="#">MU.912.S.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
<a href="#">MU.912.O.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-

	line music to promote legal and responsible use of intellectual property and technology.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Ensemble 3 (#1302480)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302480

**Abbreviated Title:** INSTRU ENS 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
<a href="#">MU.912.C.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of

	the composition.
	<b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear.
	<b>Remarks/Examples:</b> e.g., singing, playing, writing
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
	<b>Remarks/Examples:</b> e.g., memorization, sequential process
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills.
	<b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.
	<b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
	<b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance

	practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.  <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.2.1:</a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  <b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<a href="#">MU.912.F.2.3:</a>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  <b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Instrumental Ensemble 4 Honors (#1302490)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302490

**Abbreviated Title:** INSTRU ENS 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>



For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  <b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live

	performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.1:</a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

	<p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#">MU.912.F.2.3:</a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.1:</a>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<a href="#">MU.912.F.3.2:</a>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<a href="#">MU.912.F.3.3:</a>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<a href="#">MU.912.F.3.4:</a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<a href="#">LAFS.1112.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<a href="#">LAFS.1112.SL.1.3:</a>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives</p>

	are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Jazz Ensemble 1 (#1302500)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302500

**Abbreviated Title:** JAZZ ENS 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1062 1367 1184" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions. <div data-bbox="545 1633 1367 1755" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition.

	<p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.2:</a>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<a href="#">MU.912.S.3.1:</a>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<a href="#">MU.912.S.3.4:</a>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.3.2:</a>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.2.1:</a>	<p>Evaluate the social impact of music on specific historical periods.</p>



<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Jazz Ensemble 2 (#1302510)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302510

**Abbreviated Title:** JAZZ ENS 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions.

	<p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<a href="#">MU.912.S.3.1:</a>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.4:</a>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b></p>

	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media. <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-

	specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Jazz Ensemble 3 (#1302520)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302520

**Abbreviated Title:** JAZZ ENS 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic



	<p>progressions.</p> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

<p><a href="#">MU.912.O.1.1:</a></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><a href="#">MU.912.O.3.2:</a></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><a href="#">MU.912.H.1.2:</a></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><a href="#">MU.912.H.1.3:</a></p>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><a href="#">MU.912.H.2.4:</a></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<p><a href="#">MU.912.H.3.1:</a></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<p><a href="#">MU.912.H.3.2:</a></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p>

	<p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<a href="#">MU.912.F.2.1:</a>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.3.2:</a>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<a href="#">MU.912.F.3.4:</a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<a href="#">LAFS.1112.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<a href="#">LAFS.1112.SL.1.3:</a>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<a href="#">LAFS.1112.SL.2.4:</a>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<a href="#">LAFS.1112.SL.2.5:</a>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<a href="#">LAFS.1112.RST.2.4:</a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<a href="#">LAFS.1112.WHST.3.7:</a>	<p>Conduct short as well as more sustained research projects to</p>

	answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Jazz Ensemble 4 Honors (#1302530)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1302530

**Abbreviated Title:** JAZZ ENS 4 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

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

### **GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="561 1209 1367 1339" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="561 1455 1367 1665" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or

	cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or

	strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media. <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre.



	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
<a href="#">MU.912.H.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
<a href="#">MU.912.F.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
<a href="#">MU.912.F.2.2:</a>	<p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
<a href="#">MU.912.F.2.3:</a>	<p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

	property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## **Chorus 1 (#1303300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303300

**Abbreviated Title:** CHORUS 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1062 1367 1184" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="545 1308 1367 1507" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to

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

	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Investigate and discuss how a culture's traditions are reflected through its music.
<a href="#">MU.912.H.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence

	and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.



## **Chorus 2 (#1303310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303310

**Abbreviated Title:** CHORUS 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1178 1369 1304" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="545 1423 1369 1625" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations

	and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical

	works and discuss their effect on structure.
	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
	Investigate and discuss how a culture's traditions are reflected through its music.
<a href="#">MU.912.H.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
<a href="#">MU.912.H.1.2:</a>	<p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>

<p><a href="#">MU.912.H.3.2:</a></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p> </div>
<p><a href="#">MU.912.F.3.1:</a></p>	<p>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<p><a href="#">MU.912.F.3.2:</a></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<p><a href="#">MU.912.F.3.3:</a></p>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<p><a href="#">LAFS.910.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#">LAFS.910.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#">LAFS.910.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#">LAFS.910.RST.2.4:</a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.3.9:</a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Chorus 3 (#1303320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303320

**Abbreviated Title:** CHORUS 3

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="561 1178 1367 1304" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <div data-bbox="561 1423 1367 1625" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or

	improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow</p> </div>



	technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#">MU.912.H.1.2:</a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#">MU.912.H.1.3:</a>	<p>Compare two or more works of a composer across performance media.</p> <p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.

<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
	Analyze the evolution of a music genre.
<a href="#">MU.912.H.2.3:</a>	<p><b>Remarks/Examples:</b> e.g., jazz, blues</p>
	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
<a href="#">MU.912.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
<a href="#">MU.912.H.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

	among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Chorus 4 (#1303330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303330

**Abbreviated Title:** CHORUS 4

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <div data-bbox="561 1325 1367 1451" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <div data-bbox="561 1570 1367 1770" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p> </div>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<a href="#">MU.912.S.2.1:</a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic

	notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique. <b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.

	<p><b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.1:</a>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.



<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Chorus 5 Honors (#1303340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303340

**Abbreviated Title:** CHORUS 5 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** 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. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

Name	Description
<a href="#">SS.912.H.1.5:</a>	Examine artistic response to social issues and new ideas in various cultures.  <b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  <b>Remarks/Examples:</b>

	e.g., listening maps, active listening, checklists
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

	<p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	Sight-read music accurately and expressively to show synthesis of skills.
<a href="#">MU.912.S.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	Develop and demonstrate proper vocal or instrumental technique.
<a href="#">MU.912.S.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
<a href="#">MU.912.O.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure,</p>

	timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media. <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre. <b>Remarks/Examples:</b> e.g., jazz, blues
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <b>Remarks/Examples:</b>

	e.g., acoustics, sound amplification, materials, mechanics
<a href="#">MU.912.H.3.2:</a>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.2.1:</a>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#">MU.912.F.2.3:</a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project

	presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Chorus 6 Honors (#1303350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303350

**Abbreviated Title:** CHORUS 6 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

### **GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** 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. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

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

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

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

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

Name	Description
<a href="#">SS.912.H.1.5:</a>	Examine artistic response to social issues and new ideas in various cultures.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p> </div>
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">DA.912.F.3.8:</a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

	<p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.912.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p>
<a href="#">MU.912.S.1.2:</a>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<a href="#">MU.912.S.1.3:</a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p>
<a href="#">MU.912.S.1.4:</a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p>
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the

	creation or performance of music literature.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., memorization, sequential process</p> </div>
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
	Sight-read music accurately and expressively to show synthesis of skills.
<a href="#">MU.912.S.3.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	Develop and demonstrate proper vocal or instrumental technique.
<a href="#">MU.912.S.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
<a href="#">MU.912.O.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p> </div>
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.2.2:</a>	Transpose melodies into different modalities through performance and composition.
	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure,</p> </div>

	timbre choice, rhythm, orchestration
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music. <b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media. <b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.
<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.2:</a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#">MU.912.H.2.3:</a>	Analyze the evolution of a music genre. <b>Remarks/Examples:</b> e.g., jazz, blues
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <b>Remarks/Examples:</b>

	e.g., acoustics, sound amplification, materials, mechanics
<a href="#">MU.912.H.3.2:</a>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <p><b>Remarks/Examples:</b> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<a href="#">MU.912.F.1.1:</a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#">MU.912.F.1.2:</a>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<a href="#">MU.912.F.2.1:</a>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p><b>Remarks/Examples:</b> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#">MU.912.F.2.2:</a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p><b>Remarks/Examples:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#">MU.912.F.2.3:</a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

	property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.F.3.4:</a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Chorus Register-specific 1 (#1303360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1303360

**Abbreviated Title:** CHORUS REG-SPEC 1

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Performing Fine Arts

### **VERSION DESCRIPTION**

Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**



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

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

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

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

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

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

Name	Description
<a href="#">DA.912.S.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 984 1367 1115" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p> </div>
<a href="#">MU.912.C.1.4:</a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions. <div data-bbox="545 1520 1367 1650" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using text or scat syllables</p> </div>
<a href="#">MU.912.S.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div data-bbox="545 1730 1367 1858" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., texture, mode, form, tempo, voicing</p> </div>

<p><a href="#">MU.912.S.1.4:</a></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <div data-bbox="545 268 1369 401" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., singing, playing, writing</p> </div>
<p><a href="#">MU.912.S.2.2:</a></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><a href="#">MU.912.S.3.1:</a></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><a href="#">MU.912.S.3.2:</a></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <div data-bbox="545 678 1369 846" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., musical elements, expressive qualities, performance technique</p> </div>
<p><a href="#">MU.912.S.3.4:</a></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><a href="#">MU.912.S.3.5:</a></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <div data-bbox="545 968 1369 1136" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
<p><a href="#">MU.912.O.1.1:</a></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <div data-bbox="545 1220 1369 1381" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p> </div>
<p><a href="#">MU.912.O.3.2:</a></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><a href="#">MU.912.H.1.1:</a></p>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <div data-bbox="545 1545 1369 1675" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p> </div>
<p><a href="#">MU.912.H.2.1:</a></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><a href="#">MU.912.F.3.1:</a></p>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>

<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

