

## **Chorus Register-specific 2 (#1303370)**

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

**Course Number:** 1303370

**Abbreviated Title:** CHORUS REG-SPEC 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 prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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="545 877 1369 1003" 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 1125 1369 1325" 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.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 1734 1369 1858" 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 data-bbox="545 270 1370 401" 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 data-bbox="545 480 1370 611" 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 data-bbox="545 732 1370 863" 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>	<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> <div data-bbox="545 1138 1370 1302" 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>	<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> <div data-bbox="545 1430 1370 1593" 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>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <div data-bbox="545 1673 1370 1837" 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.3.2:</a>	<p>Interpret and perform expressive elements indicated by the</p>

	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.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.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="#">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.

## **Chorus Register-specific 3 (#1303380)**

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

**Course Number:** 1303380

**Abbreviated Title:** CHORUS REG-SPEC 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 continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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 data-bbox="545 989 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.1.2:</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 1367 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.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.

	<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.1.1:</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.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.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.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="#">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="#">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.

## **Chorus Register-specific 4 Honors (#1303390)**

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

**Course Number:** 1303390

**Abbreviated Title:** CHORUS REG-SPEC 4 H

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

### **GENERAL NOTES**

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

#### **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.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.1.2:</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.1.1:</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.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. <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.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;"> <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; 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>
<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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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>	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;"> <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.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.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.

## **Vocal Techniques 1 (#1303400)**

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

**Course Number:** 1303400

**Abbreviated Title:** VOCAL 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 voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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.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 1724 1369 1883" 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.

## **Vocal Techniques 2 (#1303410)**

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

**Course Number:** 1303410

**Abbreviated Title:** VOCAL 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 voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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 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.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 data-bbox="545 1671 1369 1839" 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. <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.

## **Vocal Techniques 3 (#1303420)**

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

**Course Number:** 1303420

**Abbreviated Title:** VOCAL 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 voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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; margin-top: 10px;"> <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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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.  <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.3.1:</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.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.3.3:</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.

## **Vocal Techniques 4 Honors (#1303430)**

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

**Course Number:** 1303430

**Abbreviated Title:** VOCAL 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 voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

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

#### **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 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="561 1306 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.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.

**Remarks/Examples:**

e.g., memorization, sequential process

[MU.912.S.2.2:](#)

Transfer expressive elements and performance techniques from one piece of music to another.

[MU.912.S.3.1:](#)

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

[MU.912.S.3.2:](#)

Sight-read music accurately and expressively to show synthesis of skills.

**Remarks/Examples:**

e.g., musical elements, expressive qualities, performance technique

[MU.912.S.3.4:](#)

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

[MU.912.S.3.5:](#)

Develop and demonstrate proper vocal or instrumental technique.

**Remarks/Examples:**

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

[MU.912.O.2.1:](#)

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

[MU.912.O.2.2:](#)

Transpose melodies into different modalities through performance and composition.

[MU.912.O.3.1:](#)

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Remarks/Examples:**

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

[MU.912.O.3.2:](#)

Interpret and perform expressive elements indicated by the musical score and/or conductor.

[MU.912.H.1.1:](#)

Investigate and discuss how a culture's traditions are reflected through its music.

**Remarks/Examples:**

	e.g., patriotic, folk, celebration, entertainment, spiritual
<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>	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.3.3:</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="#">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.



## **Vocal Ensemble 1 (#1303440)**

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

**Course Number:** 1303440

**Abbreviated Title:** VOCAL 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 a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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.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.

## **Vocal Ensemble 2 (#1303450)**

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

**Course Number:** 1303450

**Abbreviated Title:** VOCAL 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 vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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>	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.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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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.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.



## **Vocal Ensemble 3 (#1303460)**

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

**Course Number:** 1303460

**Abbreviated Title:** VOCAL 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 vocal 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.

### **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.
	<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> 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</p>

	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="#">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.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="#">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.

## **Vocal Ensemble 4 Honors (#1303470)**

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

**Course Number:** 1303470

**Abbreviated Title:** VOCAL 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 vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

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

#### **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;"> <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;"> <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>	<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> 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.
	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.
	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.1.5:</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></p>

	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. <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="#">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="#">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.

## **Music Technology and Sound Engineering 1 (#1304300)**

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

**Course Number:** 1304300

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

### **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.

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

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 1369 1188" 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.2.2:</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.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div data-bbox="545 1556 1369 1682" 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.1.5:</a>	Research and report on the impact of MIDI as an industry-standard protocol.
<a href="#">MU.912.S.1.7:</a>	Combine and/or create virtual and audio instruments.
<a href="#">MU.912.S.1.8:</a>	Record, mix, and edit a recorded performance.
<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.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.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>		
<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.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.L.1.1:</a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>	
<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.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.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.

## **Music Technology and Sound Engineering 2 (#1304310)**

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

**Course Number:** 1304310

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

### **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.

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

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.2.2:</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.1.3:</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>              e.g., texture, mode, form, tempo, voicing           </div>

<a href="#">MU.912.S.1.5:</a>	Research and report on the impact of MIDI as an industry-standard protocol.	
<a href="#">MU.912.S.1.7:</a>	Combine and/or create virtual and audio instruments.	
<a href="#">MU.912.S.1.8:</a>	Record, mix, and edit a recorded performance.	
<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.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.	
	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>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</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.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>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>
<p><b>Remarks/Examples:</b> e.g., acoustics, sound amplification, materials, mechanics</p>		
<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.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.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

	<ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>
<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.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.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 Technology and Sound Engineering 3 Honors (#1304320)**

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

**Course Number:** 1304320

**Abbreviated Title:** MUS TECH & SO ENG 3H

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

### **GENERAL NOTES**

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

#### **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.

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

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 1136 1367 1262" 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="561 1381 1367 1581" 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.1.3:</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.1.7:</a>	Combine and/or create virtual and audio instruments.
<a href="#">MU.912.S.1.8:</a>	Record, mix, and edit a recorded performance.
<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.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<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> <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.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> <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, timbre choice, rhythm, orchestration</p> </div>
<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p> </div>
<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.H.3.1:</a>	Apply knowledge of science, math, and music to demonstrate,

	<p>through an acoustic or digital performance medium, how sound production affects musical performance.</p> <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>	<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;"> <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.1.2:</a>	<p>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</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 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.3.2:</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</p>

	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.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="#">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.



## **Eurhythmics 1 (#1305300)**

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

**Course Number:** 1305300

**Abbreviated Title:** EURHY 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**

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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.1.2:</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="545 940 1369 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.2.3:</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.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.3.4:</a>	<p>Perform dance vocabulary with musicality and sensitivity.</p> <div data-bbox="545 1476 1369 1602" 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.O.1.2:</a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <div data-bbox="545 1686 1369 1854" 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.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.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="#">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.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.3.1:</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

	<div style="border: 1px solid black; padding: 5px;"> <p>markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p> </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.1.2:</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="#">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.
	<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.2.5:</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.

## **Eurhythmics 2 (#1305310)**

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

**Course Number:** 1305310

**Abbreviated Title:** EURHY 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**

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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.1.2:</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.2.2:</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="544 1262 1367 1465" 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.S.1.2:</a>	<p>Generate choreographic ideas through improvisation and physical brainstorming.</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.2.4:</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.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>	<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.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>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<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.2.2:</a>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<a href="#">MU.912.C.3.1:</a>	<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>
<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.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	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.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<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.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="#">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. <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.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.

## **Eurhythmics 3 (#1305320)**

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

**Course Number:** 1305320

**Abbreviated Title:** EURHY 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**

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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="561 940 1369 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.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="561 1415 1369 1619" 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.3.1:</a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <div data-bbox="561 1780 1369 1896" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., use of movements, elements, principles of design,</p> </div>

	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.1.2:</a>	Generate choreographic ideas through improvisation and physical brainstorming.
<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.2.4:</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.3.4:</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.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.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.1.3:</a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.

<a href="#">DA.912.H.3.3:</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.F.2.1:</a>	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</div>
<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;"><b>Remarks/Examples:</b> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</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="#">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.2.2:</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. <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.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<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.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.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.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.3.4:</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="#">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. <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.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.

## **Eurhythmics 4 (#1305330)**

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

**Course Number:** 1305330

**Abbreviated Title:** EURHY 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**

Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **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="560 940 1367 1102" 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 1224 1367 1346" 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> <div data-bbox="560 1623 1367 1745" 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>	<p>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support</p>

	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.
	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
<a href="#">DA.912.C.3.1:</a>	<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>
	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
<a href="#">DA.912.C.3.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., time management, refining dance steps, research</p> </div>
	Synthesize a variety of choreographic principles and structures to create a dance.
<a href="#">DA.912.S.1.1:</a>	<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.2.1:</a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
<a href="#">DA.912.S.2.2:</a>	<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.2.4:</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.3.4:</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.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.1.5:</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.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.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>	<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.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.1.3:</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,</p>

	videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
<a href="#">DA.912.F.3.1:</a>	Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.
<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.  <b>Remarks/Examples:</b> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
<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="#">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.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

<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="561 268 1369 436" 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.3.1:</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> <div data-bbox="561 552 1369 758" 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, timbre choice, rhythm, orchestration</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="561 919 1369 1052" 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.H.2.2:</a></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p>
<p><a href="#">MU.912.F.1.2:</a></p>	<p>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</p>
<p><a href="#">MU.912.F.2.2:</a></p>	<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 1444 1369 1612" 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>
<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>

<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="#">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.	
	<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>
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[PE.912.C.2.5:](#)

Analyze the relationship between music and dance.

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

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

## Music Transfer (#1300990)

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

**Course Number:** 1300990

**Abbreviated Title:** MUS 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.



## **Peer Counseling 1 (#1400300)**

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

**Course Number:** 1400300

**Abbreviated Title:** PEER COUN 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**Course Level:** 2

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

**Grade Level(s):** 9,10,11,12,30,31

### **GENERAL NOTES**

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

The content should include the following:

- Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).
- Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion.
- Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Identify own feelings and needs and communicate them in a positive way.
- Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).
- Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

### **Special Notes:**

**Instructional Practices** Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer,

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

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

**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="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<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.

Verify the validity of health information, products, and services.

[HE.912.B.3.1:](#)

**Remarks/Examples:**

Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

[HE.912.B.4.1:](#)

**Remarks/Examples:**

Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

[HE.912.B.4.2:](#)

**Remarks/Examples:**

Validate other's opinions, use direct statement, use active statement, and offer alternatives.

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

[HE.912.B.4.3:](#)

**Remarks/Examples:**

Effective verbal and nonverbal communication, compromise, and conflict-resolution.

[HE.912.B.4.4:](#)

Analyze the validity of ways to ask for and offer assistance to

	enhance the health of self and others.
	<p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#">HE.912.B.5.3:</a>	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
	<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="#">HE.912.B.5.5:</a>	Examine barriers that can hinder healthy decision making.
	<p><b>Remarks/Examples:</b> Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#">HE.912.P.8.3:</a>	Work cooperatively as an advocate for improving personal, family, and community health.
	<p><b>Remarks/Examples:</b> Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<a href="#">HE.912.C.1.1:</a>	Predict how healthy behaviors can affect health status.
	<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.1.2:</a>	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
	<p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#">HE.912.C.2.6:</a>	Evaluate the impact of technology on personal, family, and community health.

**Remarks/Examples:**

Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.

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

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

## **Peer Counseling 2 (#1400310)**

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

**Course Number:** 1400310

**Abbreviated Title:** PEER COUN 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**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 enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

The content should include the following:

- Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention).
- Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family.
- Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family.
- Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

### **Special Notes:**

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing 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="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<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</li> </ol>

	<p>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="#">HE.912.B.4.1:</a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Remarks/Examples:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#">HE.912.B.4.2:</a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Remarks/Examples:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#">HE.912.B.4.3:</a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#">HE.912.B.4.4:</a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#">HE.912.B.5.1:</a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#">HE.912.B.5.5:</a>	<p>Examine barriers that can hinder healthy decision making.</p>



	<p><b>Remarks/Examples:</b> Interpersonal, financial, environmental factors, and accessibility of health information.</p>
	<p>Predict how healthy behaviors can affect health status.</p>
<a href="#">HE.912.C.1.1:</a>	<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>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p>
<a href="#">HE.912.C.1.2:</a>	<p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
	<p>Evaluate how environment and personal health are interrelated.</p>
<a href="#">HE.912.C.1.3:</a>	<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>
	<p>Analyze how the family influences the health of individuals.</p>
<a href="#">HE.912.C.2.1:</a>	<p><b>Remarks/Examples:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
	<p>Assess how the school and community can affect personal health practice and behaviors.</p>
<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="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Peer Counseling 3 (#1400320)**

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

**Course Number:** 1400320

**Abbreviated Title:** PEER COUN 3

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**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 enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

The content should include the following:

- Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.
- Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate use of proficient facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).
- Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.
- Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, rape crisis center, drug and alcohol intervention/prevention programs, hotlines, Internet).
- Assess needs and issues among individuals and groups of students within the school.
- Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

### **Special Notes:**

**Instructional Practices** Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer,

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring 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="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<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.

Verify the validity of health information, products, and services.

[HE.912.B.3.1:](#)

**Remarks/Examples:**

Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

[HE.912.B.4.1:](#)

**Remarks/Examples:**

Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

[HE.912.B.4.2:](#)

**Remarks/Examples:**

Validate other's opinions, use direct statement, use active statement, and offer alternatives.

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

[HE.912.B.4.3:](#)

**Remarks/Examples:**

Effective verbal and nonverbal communication, compromise, and conflict-resolution.

[HE.912.B.4.4:](#)

Analyze the validity of ways to ask for and offer assistance to

	<p>enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#">HE.912.B.5.1:</a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#">HE.912.B.6.4:</a>	<p>Formulate an effective long-term personal health plan.</p> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#">HE.912.P.8.2:</a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p><b>Remarks/Examples:</b> Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#">HE.912.P.8.3:</a>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p><b>Remarks/Examples:</b> Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<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</p>

	safety.
<a href="#">HE.912.C.1.2:</a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <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>
<a href="#">HE.912.C.2.1:</a>	<p>Analyze how the family influences the health of individuals.</p> <p><b>Remarks/Examples:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<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="#">HE.912.C.2.3:</a>	<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>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Peer Counseling 4 (#1400330)**

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

**Course Number:** 1400330

**Abbreviated Title:** PEER COUN 4

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**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 enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community.

The content should include the following:

- Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.
- Demonstrate understanding of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate use of advanced facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).
- Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.
- Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, drug and alcohol intervention/prevention programs, rape crisis center, hotlines, Internet).
- Analyze feedback and previous assessments to identify current needs and issues within the school or community.
- Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

### **Special Notes:**

**Instructional Practices** Teaching from a well-written, grade-level textbook enhances

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to 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/SL.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="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<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



	<p>exchange of ideas.</p> <ul style="list-style-type: none"> <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>
<p><a href="#">HE.912.B.3.1:</a></p>	<p>Verify the validity of health information, products, and services.</p> <div data-bbox="508 793 1369 1104" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p> </div>
<p><a href="#">HE.912.B.3.2:</a></p>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <div data-bbox="508 1188 1369 1461" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p> </div>
<p><a href="#">HE.912.B.3.4:</a></p>	<p>Justify when professional health services or providers may be required.</p> <div data-bbox="508 1545 1369 1749" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p> </div>
<p><a href="#">HE.912.B.4.2:</a></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>

	<p><b>Remarks/Examples:</b> Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><a href="#">HE.912.B.4.3:</a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><a href="#">HE.912.B.4.4:</a></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><a href="#">HE.912.B.5.3:</a></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <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>
<p><a href="#">HE.912.P.8.3:</a></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p><b>Remarks/Examples:</b> Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><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.1.2:</a></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p>

	<p><b>Remarks/Examples:</b>  Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</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="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</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>

## **Research 1 (#1700300)**

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

**Course Number:** 1700300

**Abbreviated Title:** RESEARCH 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 to develop fundamental knowledge of the steps in the research process.

### **GENERAL NOTES**

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

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

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

### **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.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.

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Name	Description
<a href="#">SC.912.N.1.1:</a>	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: <ol style="list-style-type: none"><li><b>Pose questions about the natural world,</b> (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li><li><b>Conduct systematic observations,</b> (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li><li><b>Examine books and other sources of information to see what is already known,</b></li><li><b>Review what is known in light of empirical evidence,</b> (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li><li><b>Plan investigations,</b> (Design and evaluate a scientific investigation).</li><li><b>Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),</b> (Collect data or evidence in an</li></ol>

organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).

7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

**Remarks/Examples:**

Florida Standards Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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.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.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to

important distinctions the author makes and to any gaps or inconsistencies in the account.

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

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

#### Florida Standards Connections for Mathematical Practices

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

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

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

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

[SC.912.N.1.4:](#)

#### **Remarks/Examples:**

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: [LAFS.910.RST.1.1](#) / [LAFS.1112.RST.1.1](#).

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

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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.W.2.4:](#)

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

[LAFS.910.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[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.2.4:](#)

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

[LAFS.910.SL.2.5:](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[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.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.

[MAFS.K12.MP.1.1:](#)

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form



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

**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.

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

**Attend to precision.**

Mathematically proficient students try to communicate precisely

	to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
	Define cognitive processes involved in understanding information.	
<a href="#">SS.912.P.12.1:</a>	<table border="1"> <tr> <td><b>Remarks/Examples:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</td> </tr> </table>	<b>Remarks/Examples:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.
<b>Remarks/Examples:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.		
<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.1.1b:</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.	
<a href="#">LAFS.910.W.1.1d:</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="#">LAFS.910.WHST.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 the claim(s), counterclaims, reasons, and evidence.	
<a href="#">LAFS.910.WHST.1.1e:</a>	Provide a concluding statement or section that follows from or supports the argument presented.	
<a href="#">LAFS.910.WHST.1.2a:</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.	
<a href="#">LAFS.910.WHST.1.2b:</a>	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.	
<a href="#">LAFS.910.WHST.1.2c:</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.	



## **Research 2 (#1700310)**

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

**Course Number:** 1700310

**Abbreviated Title:** RESEARCH 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 enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

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

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- primary and secondary sources
- formulation of hypotheses
- organization of information
- report formats, styles, and content
- directed investigations -critical analysis of research

### **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.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.

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. The Common Core Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SC.912.N.1.1:</a>	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: <ol style="list-style-type: none"><li data-bbox="581 1524 1354 1619">1. <b>Pose questions about the natural world,</b> (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li><li data-bbox="581 1623 1383 1808">2. <b>Conduct systematic observations,</b> (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li><li data-bbox="581 1812 1383 1879">3. <b>Examine books and other sources of information to see what is already known,</b></li></ol>

4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

**Remarks/Examples:**

Florida Standards Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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.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.1.2 Write informative/explanatory texts,

including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

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

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

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

	<p>according to the strict standards of scientific investigation.</p> <p><b>Remarks/Examples:</b>  Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.</p> <p>Florida Standards Connections: <a href="#">LAFS.910.RST.1.1</a> / <a href="#">LAFS.1112.RST.1.1</a>.</p>
<a href="#">SC.912.N.1.5:</a>	<p>Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.</p> <p><b>Remarks/Examples:</b>  Recognize that contributions to science can be made and have been made by people from all over the world.</p>
<a href="#">LAFS.910.RI.1.1:</a>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<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.910.W.2.4:</a>	<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>
<a href="#">LAFS.910.W.2.5:</a>	<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>
<a href="#">LAFS.910.W.2.6:</a>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>



<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="#">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.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.3.8:</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="#">SS.912.P.12.1:</a>	Define cognitive processes involved in understanding information. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</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="#"><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.1.2b:</u></a>	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.
<a href="#"><u>LAFS.910.W.1.2c:</u></a>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<a href="#"><u>LAFS.910.W.1.2d:</u></a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<a href="#"><u>LAFS.910.W.1.2e:</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.1.2f:</u></a>	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).

## **Research 3 (#1700320)**

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

**Course Number:** 1700320

**Abbreviated Title:** RESEARCH 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 enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

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

- research process
- experimental, descriptive, and historical research
- research design and methodology
- legal and ethical issues in research
- research questions and hypotheses
- review of literature and other resources
- data collection, analysis, and statistics
- report formats, styles, and content
- investigations
- critical analysis of research

### **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.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.

LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

The Common Core Mathematical Practices should be incorporated as appropriate.

Name	Description
<a href="#">SC.912.N.1.1:</a>	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: <ol style="list-style-type: none"><li data-bbox="607 1346 1383 1444">1. <b>Pose questions about the natural world</b>, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li><li data-bbox="607 1444 1383 1661">2. <b>Conduct systematic observations</b>, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li><li data-bbox="607 1661 1383 1734">3. <b>Examine books and other sources of information to see what is already known</b>,</li><li data-bbox="607 1734 1383 1869">4. <b>Review what is known in light of empirical evidence</b>, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li></ol>

5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

**Remarks/Examples:**

Florida Standards Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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.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.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational

texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

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

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

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

[SC.912.N.1.7:](#)

Recognize the role of creativity in constructing scientific questions, methods and explanations.

**Remarks/Examples:**

	<p>Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>
<p><a href="#">SC.912.N.2.2:</a></p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p><b>Remarks/Examples:</b> Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><a href="#">SC.912.N.2.3:</a></p>	<p>Identify examples of pseudoscience (such as astrology, phrenology) in society.</p> <p><b>Remarks/Examples:</b> Determine if the phenomenon (event) can be observed, measured, and tested through scientific experimentation.</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.1.2:</a></p>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>
<p><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</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.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.3.7:</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.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.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.RST.2.6:</a>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
<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="#">SS.912.P.12.1:</a>	Define cognitive processes involved in understanding information. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</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.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.1.1c:</a>	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.
<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.W.1.2e:</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="#">LAFS.1112.W.1.2f:</a>	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).
<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.WHST1.1c:</a>	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.
<a href="#">LAFS.1112.WHST1.1d:</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="#">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).

## **Critical Thinking and Study Skills (#1700370)**

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

**Course Number:** 1700370

**Abbreviated Title:** CRIT THINK ST SKLS

**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**

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

#### **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.1.2: 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.

Name	Description
<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.2.6:</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.2.4:</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.2.5:</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.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.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.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<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.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.1.2:</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="#">LAFS.910.RST.2.6:</a>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
<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 themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<b>Construct viable arguments and critique the reasoning of</b>

**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.

**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.

[SS.912.P.11.3:](#)

Discuss strategies for improving the encoding of memory.

[SS.912.P.11.7:](#)

Discuss strategies for improving the storage of memories.

[SS.912.P.11.12:](#)

Discuss strategies for improving the retrieval of memories.

Define processes involved in problem solving and decision making.

[SS.912.P.12.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

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

## **Career Research and Decision Making (#1700380)**

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

**Course Number:** 1700380

**Abbreviated Title:** CAR RESA & DECI MAK

**Number of Credits:** Half credit (.5)

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

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

The purpose of this course is to further develop the career planning competencies mandated by section 1003.4156, Florida Statutes. This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

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

- goal-setting and decision-making processes
- self-assessment
- sources of career information
- occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews
- financial planning and sources of educational financial assistance
- career planning

### **After successfully completing this course, the student will:**

1. Identify and demonstrate use of the steps of systematic goal-setting and decision-making processes.
2. Demonstrate use of techniques for self-assessment (e.g., inventories, journals, surveys, interviews) to determine personal career interests and capabilities.
3. Demonstrate use of strategies for identifying personal strengths and weaknesses and making improvements.
4. Demonstrate use of career resources to identify preferred occupational fields, career opportunities within each field, employment prospects, and education or training requirements.
5. Demonstrate appropriate writing, listening, viewing, and speaking skills needed to successfully apply for postsecondary education or work (e.g., writing a letter of application, résumé, or essay; compiling a portfolio; filling out an application; participating in an interview).



6. Understand the importance of financial planning and demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
7. Develop a personal education and career plan.

### **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).

### **VERSION REQUIREMENTS**

These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards and Florida Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements.

### **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.

LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Name	Description
<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.1.13:</a>	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</p>
<a href="#">SS.912.E.1.14:</a>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions.</p>
<a href="#">SS.912.E.1.15:</a>	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p><b>Remarks/Examples:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<a href="#">SS.912.E.1.16:</a>	<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>
<a href="#">SS.912.E.2.1:</a>	<p>Identify and explain broad economic goals.</p> <p><b>Remarks/Examples:</b></p>

	Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#">SS.912.E.2.8:</a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).  <b>Remarks/Examples:</b> Examples are income, sales, social security.
<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.2.6:</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.2.4:</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.2.5:</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.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

	<p>or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</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.SL.2.6:</a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
	<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 themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.1.1:</a>	
	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their</p>
<a href="#">MAFS.K12.MP.3.1:</a>	

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.**

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.

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

**Attend to precision.**

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

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

	<p>problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<a href="#">HE.912.B.4.3:</a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#">HE.912.B.5.4:</a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p><b>Remarks/Examples:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<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="#">HE.912.C.2.3:</a>	<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>
<a href="#">SS.912.P.12.2:</a>	<p>Define processes involved in problem solving and decision making.</p> <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.12.4:</a>	<p>Describe obstacles to problem solving.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, fixation and</p>

	functional fixedness.
	Describe obstacles to decision making.
<a href="#">SS.912.P.12.5:</a>	<b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Advancement Via Individual Determination 1 (#1700390)**

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

**Course Number:** 1700390

**Abbreviated Title:** AVID 1

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

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

**Grade Level(s):** 9,10,11,12

### **VERSION DESCRIPTION**

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

For students new to AVID, or for those with previous experience from middle grades, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

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.

Course student performance standards must be adopted by the district, and they must reflect appropriate Florida Standards.

### **Related AVID Standards**

**Domain CD: Character Development**  
**Cluster 1 Self-Awareness**



The student will:

AV.9.CD.1.1 - be reminded about SLANT interactions and expectations in all classes

AV.9.CD.1.2 - understand the role of AVID students and display characteristics on a regular basis

AV.9.CD.1.3 - develop skills in offering appropriate criticism

AV.9.CD.1.4 - develop understanding about personal learning styles

AV.9.CD.1.5 - complete self-evaluations about conflict resolution, personal behavior and core values

AV.9.CD.1.6 - apply conflict management skills, aligning with the expectations of an AVID student

AV.9.CD.1.7 - develop awareness of personal strengths/skills and utilize them to better the school and community

### **Cluster 2 Goals**

The student will:

AV.9.CD.2.1 - calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period

AV.9.CD.2.2 - revisit academic six-year to understand college entrance requirements and learn about AP/IB/honors course options

AV.9.CD.2.3 - examine academic strengths and weaknesses that will aid in course selection patterns

AV.9.CD.2.4 - create focused goals around college and the steps necessary to gain entrance

AV.9.CD.2.5 - create short-, mid-, and long-term goals that support academic and personal growth

AV.9.CD.2.6 - review and revise personal and academic goals during key times throughout the year

AV.9.CD.2.7 - write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to meeting those goals

AV.9.CD.2.8 - discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation

### **Cluster 3 Community and School Involvement**

The student will:

AV.9.CD.3.1 - be exposed to a variety of school activities/clubs and community service opportunities at the beginning of each year

AV.9.CD.3.2 - become active in at least one school or community service project/activity

AV.9.CD.3.3 - track community service hours and extracurricular activity participation in a multi-year student portfolio

### **Cluster 4 Ownership of Learning**

The student will:

AV.9.CD.4.1 - access grades online or from teachers on a regular basis

AV.9.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement

AV.9.CD.4.3 - seek opportunities outside of the AVID classroom to ask questions, clarify

thinking and identify points of confusion

AV.9.CD.4.4 - create positive peer connections through independent study groups

## **Domain COMM: Communication**

### **Cluster 1 Speaking**

The student will:

AV.9.COMM.1.1 - effectively integrate speaking terminology into speeches

AV.9.COMM.1.2 - role play varying word choice, tone and voice when speaking to an assigned audience

AV.9.COMM.1.3 - practice purposeful movement during speeches

AV.9.COMM.1.4 - draft, edit, revise and present an informal and a formal speech

AV.9.COMM.1.5 - work with a collaborative group to make presentations to the class following various activities

AV.9.COMM.1.6 - use factually reliable evidence to support topic

AV.9.COMM.1.7 - present information, findings and supporting evidence concisely and logically

### **Cluster 2 Listening**

The student will:

AV.9.COMM.2.1 - give feedback on student presentations and delivery

AV.9.COMM.2.2 - pose questions that ask for clarification

AV.9.COMM.2.3 - record key information in Cornell notes

## **Domain WRI: Writing**

### **Cluster 1 The Writing Process**

The student will:

AV.9.WRI.1.1 - use organizational strategies and tools to aid in the development of essays

AV.9.WRI.1.2 - understand and identify the audience, purpose and form for writing assignments

AV.9.WRI.1.3 - revise drafts multiple times to improve and clarify

AV.9.WRI.1.4 - edit students' essays, especially checking for transition words and errors in grammar, punctuation and comma usage

AV.9.WRI.1.5 - use common editing marks during the editing process

AV.9.WRI.1.6 - utilize rubrics to self-evaluate and peer evaluate work, especially those similar to AP exam rubrics

AV.9.WRI.1.7 - reflect on their own writing to encourage continual growth

### **Cluster 2 Writing Skills**

The student will:

AV.9.WRI.2.1 - understand strategies to write effective three-part essays

AV.9.WRI.2.2 - develop a clear and concise thesis for expository writing

AV.9.WRI.2.3 - write with a focus on grammar, punctuation and comma usage

AV.9.WRI.2.4 - include descriptive sentences in pieces of writing

AV.9.WRI.2.5 - use appropriate and varied transitions to link major sections of the text, in order to create cohesion and clarify the relationships among complex ideas and

concepts

### **Cluster 3 Writing Applications**

The student will:

AV.9.WRI.3.1 - develop and strengthen writing through the creation of a college research essay

AV.9.WRI.3.2 - develop and strengthen writing through the creation of a Mandala essay

AV.9.WRI.3.3 - write informative texts to examine and explain complex ideas, such as a complex process

AV.9.WRI.3.4 - develop and strengthen writing through the creation of a "life goals" essay

### **Cluster 4 Writing to Learn**

The student will:

AV.9.WRI.4.1 - write summaries of information in various contexts

AV.9.WRI.4.2 - differentiate between a summary and a reflection

AV.9.WRI.4.3 - use learning logs to reflect upon performance on assessments, where the learning broke down, and where confusion exists

### **Domain INQ: Inquiry**

#### **Cluster 1 Costa's Levels of Thinking**

The student will:

AV.9.INQ.1.1 - use Costa's Levels of Thinking words in assignments, discussions and notes

AV.9.INQ.1.2 - focus on drawing connections between ideas, using compare and contrast questions

#### **Cluster 2 Tutorials**

The student will:

AV.9.INQ.2.1 - refine collaborative tutorial skills through tutor-led discussions following tutorial sessions

AV.9.INQ.2.2 - as a presenter initiate discussions by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)

AV.9.INQ.2.3 - utilize resources (such as Cornell notes and textbook) to gather information

#### **Cluster 3 Socratic Seminar and Philosophical Chairs**

The student will:

AV.9.INQ.3.1 - work with peers to set rules for collegial discussions and decision-making

AV.9.INQ.3.2 - analyze a seminal U.S. document of historical and literary significance (e.g., the Gettysburg Address, Washington's Farewell Address) in a Socratic Seminar or Philosophical Chairs discussion

AV.9.INQ.3.3 - utilize critical reading strategies to identify authors' claims and formulate questions to explore meaning as preparation for a Socratic Seminar

AV.9.INQ.3.4 - during the Socratic Seminar, ask additional questions to continue to deeper exploration of the text and one another's thinking and expressions

AV.9.INQ.3.5 - reflect on the Socratic Seminar discussion and identify areas for future improvement

### **Domain COLL: Collaboration**

#### **Cluster 1 Collaborative Skills**

The student will:

AV.9.COLL.1.1 - develop positive peer interaction skills through establishing group norms before, and reflective discussions following, collaborative activities

AV.9.COLL.1.2 - utilize technology to interact and collaborate with others

AV.9.COLL.1.3 - respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify one's own views and understanding and make new connections in light of the evidence and reasoning presented

AV.9.COLL.1.4 - Participate in team building lessons to learn about valuing and effectively working with others

### **Domain ORG: Organization**

#### **Cluster 1 Organization and Time Management**

The student will:

AV.9.ORG.1.1 - refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting

AV.9.ORG.1.2 - utilize a planner/agenda to track class assignments and grades

AV.9.ORG.1.3 - utilize a planner/agenda to balance social and academic commitments and color code planner to identify different topics (academic, social, extracurricular, etc.)

AV.9.ORG.1.4 - assess time usage and create a time management plan, which will allow for academic, extracurricular and recreational activities

AV.9.ORG.1.5 - begin developing a high school portfolio of personal academic work, accomplishments, awards and extracurricular involvement to show evidence of growth and use for college and scholarship applications

AV.9.ORG.1.6 - publish final versions of writing for the academic portfolio

#### **Cluster 2 Note-Taking**

The student will:

AV.9.ORG.2.1 - take 10 to 18 pages of quality Cornell notes per week

AV.9.ORG.2.2 - understand how to use notes to study, including the fold-over method

AV.9.ORG.2.3 - utilize notes during the tutorial process to support questioning and gathering of key learning

AV.9.ORG.2.4 - edit and revise notes outside of class to improve usability

AV.9.ORG.2.5 - refine process of identifying important points, using abbreviations and using shortcuts in the right column of Cornell notes

AV.9.ORG.2.6 - begin writing higher-level questions in the left column that correspond to chunks of information in the notes section

AV.9.ORG.2.7 - reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

### **Cluster 3 Research and Technology**

The student will:

AV.9.ORG.3.1 - use technology in assignments and presentations, using standardized citation styles to cite sources

AV.9.ORG.3.2 - utilize technology to complete final drafts of assignments and conduct research

AV.9.ORG.3.3 - establish a professionally structured email address (e.g., first initial last name @emailprovider.com)

### **Cluster 4 Test Preparation and Test-Taking**

The student will:

AV.9.ORG.4.1 - identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation

AV.9.ORG.4.2 - prepare for upcoming assessments based upon the format of the tests and previous assessment results

AV.9.ORG.4.3 - understand grading rubric and prioritize time allotment on test sections based on point values

AV.9.ORG.4.4 - learn to effectively manage test anxiety

AV.9.ORG.4.5 - check all answers/responses prior to submitting test and change responses when sure of necessity

### **Domain REA: Reading**

#### **Cluster 1 Vocabulary**

The student will:

AV.9.REA.1.1 - understand how to use context clues in interpreting new vocabulary

AV.9.REA.1.2 - incorporate new words garnered from reading into academic speech and writing

AV.9.REA.1.3 - determine or clarify the meaning of unknown and multiple meaning words using context clues and reference materials

#### **Cluster 2 Textual Analysis**

The student will:

AV.9.REA.2.1 - understand and use pre-reading strategies to build background knowledge of unfamiliar texts

AV.9.REA.2.2 - identify genre of text

AV.9.REA.2.3 - read and discuss various examples of text, including articles from fiction and non-fiction

AV.9.REA.2.4 - use multiple reading strategies, including Marking the Text and annotating text to identify claims and connect ideas

AV.9.REA.2.5 - use rereading strategies to recall critical concepts during discussions and essay writing

AV.9.REA.2.6 - use any subtitles to guide reading

AV.9.REA.2.7 - record summaries, connections and questions in the margins

### **Domain CR: College Readiness**

### **Cluster 1 Guest Speakers**

The student will:

AV.9.CR.1.1 - prepare for guest speaker presentations by creating questions for the speakers prior to their visit

AV.9.CR.1.2 - greet and escort guest speakers to the classroom

AV.9.CR.1.3 - use skills of listening and note-taking during presentations by guest speakers

AV.9.CR.1.4 - gather insight from a variety of guest speakers who discuss various aspects of their careers

AV.9.CR.1.5 - draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

### **Cluster 2 Field Trips**

The student will:

AV.9.CR.2.1 - participate in field trips to include one or two college/university visits that are different from previous year

AV.9.CR.2.2 - engage in at least one "e-trip" that has an interactive component that is outside of the state

AV.9.CR.2.3 - use skills of listening and note-taking during field trip experiences

AV.9.CR.2.4 - draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

### **Cluster 3 College and Career Knowledge**

The student will:

AV.9.CR.3.1 - research college admission requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice

AV.9.CR.3.2 - continue developing a basic understanding of college vocabulary

AV.9.CR.3.3 - research a career of interest based upon career values

AV.9.CR.3.4 - participate in career awareness tests and activities to help build awareness of personal strengths

### **Cluster 4 College Entrance Testing**

The student will:

AV.9.CR.4.1 - take and analyze the results from a PLAN and/or PSAT test

AV.9.CR.4.2 - develop vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT word lists

AV.9.CR.4.3 - collaboratively problem solve PSAT/PLAN test preparatory items

### **Cluster 5 College Admissions and Financial Aid**

The student will:

AV.9.CR.5.1 - understand the importance of community service and grades as a requirement for scholarships

AV.9.CR.5.2 - identify schools of interest and examine cost of attendance

### **GENERAL NOTES**

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination I (AVID I) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID II, III and IV. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

**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).

**VERSION REQUIREMENTS**

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

**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.

## **Advancement Via Individual Determination 2 (#1700400)**

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

**Course Number:** 1700400

**Abbreviated Title:** AVID 2

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

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

**Grade Level(s):** 9,10,11,12

### **VERSION DESCRIPTION**

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

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.

Course student performance standards must be adopted by the district, and they must reflect appropriate Florida Standards.

### **Related AVID Standards**

**Domain CD: Character Development**  
**Cluster 1 Self-Awareness**



The student will:

AV.10.CD.1.1 - Demonstrate scholarly attributes in working with adults and peers

AV.10.CD.1.2 - understand the role of AVID students and display characteristics on a regular basis

AV.10.CD.1.3 - align learning and study strategies to personal learning style

AV.10.CD.1.4 - demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers

AV.10.CD.1.5 - reassess previous year's interests and pursuits, in order to realign current activities to further develop abilities

AV.10.CD.1.6 - assess areas of weakness and develop plans to address those weaknesses

### **Cluster 2 Goals**

The student will:

AV.10.CD.2.1 - reassess academic six-year to evaluate progress toward meeting all college entrance requirements upon high school graduation and adapt plans if any courses need to be retaken due to low academic grades

AV.10.CD.2.2 - examine academic strengths that will aid in course selection patterns, especially around honors and AP courses

AV.10.CD.2.3 - reassess short-, mid-, and long-term goals that will continue to ensure academic and personal growth

AV.10.CD.2.4 - review and revise personal and academic goals, specifically those dealing with college and career aspirations

AV.10.CD.2.5 - set and monitor goals around community service, extracurricular activity involvement and academic testing

### **Cluster 3 Community and School Involvement**

The student will:

AV.10.CD.3.1 - continue in extracurricular clubs, programs, community service and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains

AV.10.CD.3.2 - determine a service learning project to participate in as a class

AV.10.CD.3.3 - track community service hours and extracurricular activity participation in a multi-year student portfolio

### **Cluster 4 Ownership of Learning**

The student will:

AV.10.CD.4.1 - access grades online or from teachers on a regular basis

AV.10.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement

AV.10.CD.4.3 - seek opportunities outside of the AVID classroom to ask questions, clarify thinking and identify points of confusion

AV.10.CD.4.4 - create positive peer connections through independent study groups

## **Domain COMM: Communication**

### **Cluster 1 Speaking**

The student will:

- AV.10.COMM.1.1 - role play varying word choice, tone and voice when speaking to an assigned audience
- AV.10.COMM.1.2 - practice purposeful gestures during speeches
- AV.10.COMM.1.3 - refine use of vocal projection in both formal speeches and Socratic Seminar settings
- AV.10.COMM.1.4 - incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
- AV.10.COMM.1.5 - practice speaking skills through mock job interviews
- AV.10.COMM.1.6 - present information, findings and supporting evidence concisely and logically
- AV.10.COMM.1.7 - integrate multiple sources of information
- AV.10.COMM.1.8 - participate in group discussion, progressing the discussion into deeper levels of thinking

### **Cluster 2 Listening**

The student will:

- AV.10.COMM.2.1 - record key learning points and provide feedback using Cornell notes
- AV.10.COMM.2.2 - effectively summarize ideas from a discussion

### **Domain WRI: Writing**

#### **Cluster 1 The Writing Process**

The student will:

- AV.10.WRI.1.1 - practice strategies for pre-writing in response to various prompts for both timed writing and process writing
- AV.10.WRI.1.2 - analyze a prompt for timed writing solutions
- AV.10.WRI.1.3 - edit students' essays, especially checking for the usage of varied sentence types
- AV.10.WRI.1.4 - utilize rubrics to self-evaluate and peer evaluate work, especially those similar to AP exam rubrics

#### **Cluster 2 - Writing Skills**

The student will:

- AV.10.WRI.2.1 - refine strategies to write effective paragraphs
- AV.10.WRI.2.2 - focus on expanding word choice in all aspects of writing
- AV.10.WRI.2.3 - write with a focus on using varied sentence types (simple, compound, complex)
- AV.10.WRI.2.4 - incorporate transitions to improve flow within a paragraph and logically tie together academic arguments
- AV.10.WRI.2.5 - support arguments and claims of evidence using textual sources

#### **Cluster 3 Writing Applications**

The student will:

- AV.10.WRI.3.1 - develop and strengthen writing through the creation of a career research essay
- AV.10.WRI.3.2 - develop and strengthen writing through the creation of an argumentative essay

AV.10.WRI.3.3 - develop and strengthen writing through the creation of a character analysis

AV.10.WRI.3.4 - use writing activities from content area classes to practice, develop and refine writing skills

#### **Cluster 4 Writing to Learn**

The student will:

AV.10.WRI.4.1 - evaluate summaries using rubrics and checklists

AV.10.WRI.4.2 - utilize reflective logs to evaluate note-taking habits and set subsequent goals to improve upon past learning

AV.10.WRI.4.3 - write detailed reflections on experiences, presentations and speeches, focusing on how the knowledge is applied to decisions

#### **Domain INQ: Inquiry**

##### **Cluster 1 Costa's Levels of Thinking**

The student will:

AV.10.INQ.1.1 - use skilled questioning to elicit deeper thinking from self and others

##### **Cluster 2 Tutorials**

The student will:

AV.10.INQ.2.1 - refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning

AV.10.INQ.2.2 - complete a higher-level reflection about the learning process during tutorials

##### **Cluster 3 Socratic Seminar and Philosophical Chairs**

The student will:

AV.10.INQ.3.1 - utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions

AV.10.INQ.3.2 - come to Socratic Seminar/Philosophical Chairs discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts

AV.10.INQ.3.3 - analyze a seminal U.S. document of historical and literary significance (e.g., Roosevelt's Four Freedoms speech, Letter from Birmingham Jail) in a Socratic Seminar or Philosophical Chairs discussion

AV.10.INQ.3.4 - analyze various accounts of a subject told through different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account in both a Socratic Seminar or Philosophical Chairs discussion

AV.10.INQ.3.5 - propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas

AV.10.INQ.3.6 - focus on the development of leadership skills and self-refinement during Socratic Seminar discussions

AV.10.INQ.3.7 - Summarize points of agreement and disagreement

#### **Domain COLL: Collaboration**

## **Cluster 1 Collaborative Skills**

The student will:

AV.10.COLL.1.1 - develop positive peer interaction skills through creating group norms and reflective discussions following collaborative activities

AV.10.COLL.1.2 - focus on academic language skills that will develop strong peer-instructor relationships

AV.10.COLL.1.3 - practice using encouragement and positive affirmations with peers

AV.10.COLL.1.4 - evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerated or distorted evidence

AV.10.COLL.1.5 - utilize technology to interact and collaborate with others and foster trust building skills by working with partners to complete a specified task

AV.10.COLL.1.6 - enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving

AV.10.COLL.1.7 - participate in group discussions and reflections based on collaborative work

AV.10.COLL.1.8 - acknowledge new information expressed by others, and when warranted, modify one's own views

AV.10.COLL.1.9 - refine inquiry, listening and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs

## **Domain ORG: Organization**

### **Cluster 1 Organization and Time Management**

The student will:

AV.10.ORG.1.1 - refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting

AV.10.ORG.1.2 - utilize a planner/agenda to track class assignments and grades

AV.10.ORG.1.3 - utilize a planner/agenda to balance social and academic commitments and use backwards mapping for major projects or tests

AV.10.ORG.1.4 - analyze grades to adjust study habits and time allocations

AV.10.ORG.1.5 - continuously add to and reflect on multi-grade portfolio throughout the school year

AV.10.ORG.1.6 - present portfolio of personal academic work at the end of the year using peer feedback and suggestions for improvement

AV.10.ORG.1.7 - publish final versions of writing for the academic portfolio

### **Cluster 2 Note-Taking**

The student will:

AV.10.ORG.2.1 - take 10 to 18 pages of quality Cornell notes per week

AV.10.ORG.2.2 - utilize notes after the tests to reexamine incorrect items on the tests and where potential gaps might exist

AV.10.ORG.2.3 - create visuals or symbols in the right column to represent and help recall information

AV.10.ORG.2.4 - change pen colors to indicate change in concept

AV.10.ORG.2.5 - refine the skill of composing an essential question based on the standard or objective covered by the lesson

AV.10.ORG.2.6 - write higher-level summaries for Cornell notes that link all of the learning together

### **Cluster 3 Research and Technology**

The student will:

AV.10.ORG.3.1 - use technology in assignments and presentations, using proper MLA style to cite sources

AV.10.ORG.3.2 - utilize technology to complete final drafts of assignments and conduct research

AV.10.ORG.3.3 - use technology to share, store and collaborate on projects

AV.10.ORG.3.4 - research careers and postsecondary institutions via the Internet, gathering information about majors and the atmosphere of the colleges/universities

### **Cluster 4 Test Preparation and Test-Taking**

The student will:

AV.10.ORG.4.1 - use graded assessments to identify and reflect on academic weakness and determine study and test-taking strategies that will aid in test preparation

AV.10.ORG.4.2 - utilize strategies for various types of tests, in preparation for midterm and final exams

## **Domain REA: Reading**

### **Cluster 1 Vocabulary**

The student will:

AV.10.REA.1.1 - expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage

AV.10.REA.1.2 - develop interpretation skills, using root word, prefix and suffix

AV.10.REA.1.3 - demonstrate independence in gathering vocabulary knowledge

### **Cluster 2 Textual Analysis**

The student will:

AV.10.REA.2.1 - learn to determine purpose of reading, in order to correctly choose a proper method of reading

AV.10.REA.2.2 - read and discuss various examples of text, including articles from fiction and non-fiction

AV.10.REA.2.3 - mark texts to track understanding of the text and questions about reading

AV.10.REA.2.4 - utilize charting of the text to track various points of view and opposing claims

AV.10.REA.2.5 - determine author's tone and voice

AV.10.REA.2.6 - demonstrate a comprehensive understanding of significant ideas expressed in written works by identifying important ideas, recognizing inferences and drawing conclusions

## **Domain CR: College Readiness**

### **Cluster 1 Guest Speakers**

The student will:

AV.10.CR.1.1 - practice strong usage o/f academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge

AV.10.CR.1.2 - practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations

AV.10.CR.1.3 - write letters of appreciation to guest speakers, making sure to reflect on and express learning from the presentation

### **Cluster 2 Field Trips**

The student will:

AV.10.CR.2.1 - participate in field trips to including, but not limited to, the following: one or two college/university visits that are different from previous year, including time spent with admissions counselors, and a field trip that has a career focus

AV.10.CR.2.2 - meet set minimum grade and behavior criteria (as determined by the school), in order to attend the field trips

AV.10.CR.2.3 - use skills of listening and note-taking during field trip experiences

AV.10.CR.2.4 - track thoughts and potential attendance of the college/university through Cornell notes, learning logs, and/or reflective essays

### **Cluster 3 College and Career Knowledge**

The student will:

AV.10.CR.3.1 - narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests and goals

AV.10.CR.3.2 - sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest

AV.10.CR.3.3 - develop an understanding of the college application process and required information

AV.10.CR.3.4 - begin developing an understanding of career paths and the associated college degree

### **Cluster 4 College Entrance Testing**

The student will:

AV.10.CR.4.1 - prepare for, take and analyze the results for the PSAT and/or PLAN tests

AV.10.CR.4.2 - focus on strategies to help determine correct answers on high-stakes tests

AV.10.CR.4.3 - continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT word lists

AV.10.CR.4.4 - understand the differences between various college entrance tests

### **Cluster 5 College Admissions and Financial Aid**

The student will:

AV.10.CR.5.1 - identify key differences between costs for public and private universities

AV.10.CR.5.2 - examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria

## **GENERAL NOTES**

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination II (AVID II) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID III and IV. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### **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).

### **VERSION REQUIREMENTS**

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

### **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.

## **Advancement Via Individual Determination 3 (#1700410)**

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

**Course Number:** 1700410

**Abbreviated Title:** AVID 3

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

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

**Grade Level(s):** 9,10,11,12

### **VERSION DESCRIPTION**

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

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.

Course student performance standards must be adopted by the district, and they must reflect appropriate Florida Standards.

### **Related AVID Standards**

#### **Domain CD: Character Development**

##### **Cluster 1 Self-Awareness**

The student will:

AV.11.CD.1.1 - understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students

AV.11.CD.1.2 - serve a mentor and role model to younger AVID students



- AV.11.CD.1.3 - develop skills in offering and receiving criticism
- AV.11.CD.1.4 - identify potential academic challenges that may occur and seek proactive solutions with teachers
- AV.11.CD.1.5 - examine potential career paths and college degrees that align with abilities, talents and interests
- AV.11.CD.1.6 - align senior year course selection with identified interests and ability to aid in a smooth collegiate transition

### **Cluster 2 Goals**

The student will:

- AV.11.CD.2.1 - check progress toward short- and mid-term goals, including grade point average
- AV.11.CD.2.2 - review academic six-year plan, checking to assure rigorous course load through graduation
- AV.11.CD.2.3 - develop action steps to achieve desired scores on the SAT and ACT
- AV.11.CD.2.4 - refine goals based on interests, talents and abilities
- AV.11.CD.2.5 - refine plans for ongoing personal and academic development
- AV.11.CD.2.6 - create living document with written goals, broken down into steps to use throughout the year
- AV.11.CD.2.7 - reflect upon previous year's goals and discuss successes and challenges of reaching those goals
- AV.11.CD.2.8 - reflect upon previous year's long term goal and revise as necessary, focusing on specific goals dedicated to planning for college and career

### **Cluster 3 Community and School Involvement**

The student will:

- AV.11.CD.3.1 - continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upper-classmen (e.g., National Honor Society)
- AV.11.CD.3.2 - focus on leadership positions within school clubs
- AV.11.CD.3.3 - track community service hours and extracurricular activity participation in a multi-year student portfolio
- AV.11.CD.3.4 - consider putting on a class community service activity within collaborative groups
- AV.11.CD.3.5 - ask for letters of recommendation from club advisors with whom a strong relationship has been established
- AV.11.CD.3.6 - consider peer tutoring in after-school programs or at surrounding middle schools

### **Cluster 4 Ownership of Learning**

The student will:

- AV.11.CD.4.1 - access grades online or from teachers on a regular basis
- AV.11.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement
- AV.11.CD.4.3 - communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity

AV.11.CD.4.4 - increase awareness of how various content areas are connected  
AV.11.CD.4.5 - integrate academic questions before, during and after class with teachers and peers

## **Domain COMM: Communication**

### **Cluster 1 Speaking**

The student will:

AV.11.COMM.1.1 - refine all aspects of public speaking and presenting  
AV.11.COMM.1.2 - seamlessly incorporate visual aids of varying types into speeches and presentations  
AV.11.COMM.1.3 - present research findings as a group on "A Leader as a Catalyst for Change" assignment  
AV.11.COMM.1.4 - refine speaking skills through working with peers to promote civil, democratic discussions and decision-making  
AV.11.COMM.1.5 - speak in a variety of public venues as an AVID representative or ambassador

### **Cluster 2 Listening**

The student will:

AV.11.COMM.2.1 - listen and respond to others in formal and informal settings  
AV.11.COMM.2.2 - effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced  
AV.11.COMM.2.3 - critically evaluate and analyze oral presentations

## **Domain WRI: Writing**

### **Cluster 1 The Writing Process**

The student will:

AV.11.WRI.1.1 - organize, monitor progress, and effectively manage time requirements surrounding complex writing assignments  
AV.11.WRI.1.2 - analyze a prompt, distinguishing between writing under testing conditions and untimed situations  
AV.11.WRI.1.3 - revise drafts as necessary until all ideas are expressed in the best possible manner  
AV.11.WRI.1.4 - edit students' essays, especially checking for integration of quotes and citations  
AV.11.WRI.1.5 - utilize rubrics to self-evaluate and peer evaluate work, especially those similar to AP exam rubrics  
AV.11.WRI.1.6 - reflect on one's own writing to set future goals and/or determine next steps or needs as a writer

### **Cluster 2 Writing Skills**

The student will:

AV.11.WRI.2.1 - develop well-constructed thesis statements, which properly capture the paper's topic  
AV.11.WRI.2.2 - effectively integrate quotes into writing  
AV.11.WRI.2.3 - utilize multiple structures commonly used at collegiate levels, such as

MLA/APA citations, source integration and abstract writing

AV.11.WRI.2.4 - focus on improving sentences through word choice and varying sentence structure

### **Cluster 3 Writing Applications**

The student will:

AV.11.WRI.3.1 - develop and strengthen writing through the creation of a biography on a historical leader

AV.11.WRI.3.2 - develop and strengthen writing through the creation of a college admissions essay

AV.11.WRI.3.3 - develop and strengthen writing through the creation of a "life goals" essay focused on college

AV.11.WRI.3.4 - produce a friendly letter focusing on professional response, reflecting needs in college and professional careers

AV.11.WRI.3.5 - draft and respond to Summer Institute Speaker contests

### **Cluster 4 Writing to Learn**

The student will:

AV.11.WRI.4.1 - refine skills of summarizing information in various contexts

AV.11.WRI.4.2 - reflect upon research skills gained during the research project (Leaders as a Catalyst for Change) and how those skills will relate to postsecondary education

### **Domain INQ: Inquiry**

#### **Cluster 1 Costa's Levels of Thinking**

The student will:

AV.11.INQ.1.1 - refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class, especially around college level courses

#### **Cluster 2 Tutorials**

The student will:

AV.11.INQ.2.1 - with other group members and presenter lead the discussion with minimal tutor input

AV.11.INQ.2.2 - complete a higher-level reflection about the learning process during tutorials

#### **Cluster 3 Socratic Seminar and Philosophical Chairs**

The student will:

AV.11.INQ.3.1 - provide the central statement for Philosophical Chairs

AV.11.INQ.3.2 - formulate questions to make a personal connection with text(s) and/or other content/concepts

AV.11.INQ.3.3 - evaluate ideas/points of view within the discussion and generate/construct appropriate responses

AV.11.INQ.3.4 - appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion

AV.11.INQ.3.5 - prepare an academic argument on a controversial topic, integrating fully

developed claims

AV.11.INQ.3.6 - analyze a 17th, 18th, or 19th century foundational U.S. document of historical and literary significance (e.g., The Declaration of Independence or the Preamble to the Constitution) for their themes, purposes and rhetorical features in a Socratic Seminar or Philosophical Chairs discussion

### **Domain COLL: Collaboration**

#### **Cluster 1 Collaborative Skills**

The student will:

AV.11.COLL.1.1 - independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations

AV.11.COLL.1.2 - develop positive peer relationships, especially with those taking advanced coursework

AV.11.COLL.1.3 - provide opportunity for peer tutoring in after-school programs or at surrounding middle schools

### **Domain ORG: Organization**

#### **Cluster 1 Organization and Time Management**

The student will:

AV.11.ORG.1.1 - refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color coding to distinguish types of tasks and develop an individualized style

AV.11.ORG.1.2 - adjust commitments to ensure that sufficient time is available to meet academic goals, as well as extracurricular activities and a job, as necessary

AV.11.ORG.1.3 - reflect at the end of eleventh grade about summer priorities, next year's time commitment, and potential to successfully navigate all courses, especially college level coursework, successfully

AV.11.ORG.1.4 - reflect on academic performance and independently adjust study habits and time management skills as needed

AV.11.ORG.1.5 - continuously add to and reflect on multi-grade portfolio throughout the school year

AV.11.ORG.1.6 - publish final versions of writing for the academic portfolio

#### **Cluster 2 Note-Taking**

The student will:

AV.11.ORG.2.1 - take 15 to 25 pages of quality Cornell notes per week

AV.11.ORG.2.2 - utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently

AV.11.ORG.2.3 - adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work

AV.11.ORG.2.4 - use the skills of underlining key terms, highlighting and going back to fill in gaps to sufficiently process notes that have been taken

AV.11.ORG.2.5 - review, refine and use color-coding on notes focusing on unimportant information, key information and potential test questions

AV.11.ORG.2.6 - refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups and discussions with the teacher/peers

AV.11.ORG.2.7 - refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking

AV.11.ORG.2.8 - reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

### **Cluster 3 Research and Technology**

The student will:

AV.11.ORG.3.1 - expand proficiency with technological learning tools, especially advanced features of MS Word, PowerPoint, and video editing software

AV.11.ORG.3.2 - complete an in-depth research project focused on a leader, where the student utilizes books, Internet, and primary source documents

AV.11.ORG.3.3 - work with the class to complete a research project

AV.11.ORG.3.4 - work with a small group to complete a research project

AV.11.ORG.3.5 - research and apply for college scholarships

### **Cluster 4 Test Preparation and Test-Taking**

The student will:

AV.11.ORG.4.1 - discuss test-taking strategies with core content teachers, in order to support efforts in preparing for exams

AV.11.ORG.4.2 - analyze test results and bring missed questions to tutorials to discuss and solve with peer groups

## **Domain REA: Reading**

### **Cluster 1 Vocabulary**

The student will:

AV.11.REA.1.1 - relate new vocabulary to familiar words

AV.11.REA.1.2 - infer word meaning using knowledge of advanced prefixes, suffixes and root words

AV.11.REA.1.3 - chart new words during reading of increasingly complex texts

AV.11.REA.1.4 - utilize concept mapping to determine word usage and various meanings

### **Cluster 2 Textual Analysis**

The student will:

AV.11.REA.2.1 - analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text

AV.11.REA.2.2 - analyze collegiate level writing prompts to determine purpose

AV.11.REA.2.3 - analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documentaries

AV.11.REA.2.4 - effectively summarize sections of an argument, text or film

AV.11.REA.2.5 - focus on a three-part source integration, including source, paraphrase/direct quote, and comment about its relevance to the argument

AV.11.REA.2.6 - deliberately select rereading strategies that will assist in understanding of the text

AV.11.REA.2.7 - determine how best to take notes or record information garnered from readings or films, especially those dealing with advanced content

AV.11.REA.2.8 - analyze philosophical and political arguments

AV.11.REA.2.9 - analyze an author's proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument

## **Domain CR: College Readiness**

### **Cluster 1 Guest Speakers**

The student will:

AV.11.CR.1.1 - investigate possible guest speakers to support research and career projects

AV.11.CR.1.2 - formulate and ask questions during guest speaker presentations, such as college admissions officers, financial aid advisors, current college students and/or AVID graduates, or professionals from various careers

AV.11.CR.1.3 - utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool as part of a multi-year portfolio

AV.11.CR.1.4 - reflect upon guest speakers of the previous two years

AV.11.CR.1.5 - reflect upon guest speakers and areas of interest, possibly seeking opportunities to job shadow or potential internships in areas of interest

### **Cluster 2 Field Trips**

The student will:

AV.11.CR.2.1 - attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus

AV.11.CR.2.2 - determine and plan the spring college/university field trip, including contacting of the admissions counselors and student guides

AV.11.CR.2.3 - visit schools of interest independently during weekends or summer to gain further exposure to postsecondary opportunities

AV.11.CR.2.4 - reflect on course performance/GPA to determine which schools might best fit with areas of career interest

### **Cluster 3 College and Career Knowledge**

The student will:

AV.11.CR.3.1 - develop an understanding of the scholarship application process and required information

AV.11.CR.3.2 - determine which colleges/universities will best meet academic pursuits

AV.11.CR.3.3 - examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs

AV.11.CR.3.4 - examine FAFSA requirements and determine appropriate action steps to meet deadlines

AV.11.CR.3.5 - begin a basic understanding of selecting and scheduling courses in college

### **Cluster 4 College Entrance Testing**

The student will:

AV.11.CR.4.1 - prepare for and take the PSAT in the fall of eleventh grade year

AV.11.CR.4.2 - chart scores from PSAT/PLAN, monitoring areas of weakness and creating a study plan to meet testing needs  
AV.11.CR.4.3 - prepare for and take the SAT and/or ACT at least once during the spring semester  
AV.11.CR.4.4 - analyze test results and develop a study plan for the spring and summer to prepare for testing during the twelfth grade year  
AV.11.CR.4.5 - analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores  
AV.11.CR.4.6 - practice college entrance sample questions and discuss how best to approach solutions  
AV.11.CR.4.7 - examine other college entrance exams, such as those that would exempt students from college remediation coursework  
AV.11.CR.4.8 - track all personal test results in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice

### **Cluster 5 College Admissions and Financial Aid**

The student will:

AV.11.CR.5.1 - track requirements for various postsecondary opportunities including average GPAs, SAT/ACT scores and extracurricular activities  
AV.11.CR.5.2 - regularly update activity information and admissions materials in the student portfolio  
AV.11.CR.5.3 - begin writing personal statement essays and a personal resume for college applications

### **GENERAL NOTES**

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination III (AVID III) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID IV. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### **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).

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.



## **Advancement Via Individual Determination 4 (#1700420)**

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

**Course Number:** 1700420

**Abbreviated Title:** AVID 4

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

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

**Grade Level(s):** 9,10,11,12

### **VERSION DESCRIPTION**

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four- year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar 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.

Course student performance standards must be adopted by the district, and they must reflect appropriate Florida Standards.

### **Related AVID Standards**

#### **Domain CD: Character Development**

##### **Cluster 1 Self-Awareness**

The student will:

AV.12.CD.1.1 - understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students

AV.12.CD.1.2 - serve a mentor and role model to younger AVID students

AV.12.CD.1.3 - prepare to successfully resolve conflicts and disputes that may arise in

college (e.g., roommates, professors)

AV.12.CD.1.4 - apply for scholarships that align with abilities, talents and interests

### **Cluster 2 Goals**

The student will:

AV.12.CD.2.1 - monitor progress toward goals regarding the college application process

AV.12.CD.2.2 - continue developing academic strengths with the incorporation of college level courses with a focus on academic stretch

AV.12.CD.2.3 - break goals into achievable action steps and monitor progress regularly

AV.12.CD.2.4 - assess areas of potential weakness and plan appropriately to break poor habits of mind

AV.12.CD.2.5 - reflect upon previous three year's goals and determine successes and challenges of reaching those goals

AV.12.CD.2.6 - design appropriate short- and mid-term goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service and college level coursework

AV.12.CD.2.7 - determine a new/revised long-term goal (which will take three to five years to accomplish)

### **Cluster 3 Community and School Involvement**

The student will:

AV.12.CD.3.1 - continue with select school activities/clubs, seeking out positions of leadership

AV.12.CD.3.2 - consider putting on community service/service learning activity within collaborative groups

AV.12.CD.3.3 - track community service hours and extracurricular activity participation in a multi-year student portfolio

AV.12.CD.3.4 - research and apply for potential scholarships associated with clubs, sports, and/or community involvement

AV.12.CD.3.5 - plan an end of year celebration, focusing on college acceptance and scholarships

### **Cluster 4 Ownership of Learning**

The student will:

AV.12.CD.4.1 - access grades online or from teachers on a regular basis

AV.12.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement

AV.12.CD.4.3 - communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity

AV.12.CD.4.4 - develop a sense of building community within the school, advocating for positive school change

AV.12.CD.4.5 - integrate academic questions before, during and after class with teachers and peers

## **Domain COMM: Communication**

### **Cluster 1 Speaking**

The student will:

AV.12.COMM.1.1 - refine articulation, inflection and vocabulary within speeches and presentations

AV.12.COMM.1.2 - prepare for, conduct and utilize interviews within research writing

AV.12.COMM.1.3 - present research findings on "A Leader as a Catalyst for Change" assignment, which is judged by a panel of teachers, administrators and parent volunteers

AV.12.COMM.1.4 - improve oral communication and leadership skills through a variety of means, including presentations, Socratic Seminars and Philosophical Chairs discussions

AV.12.COMM.1.5 - utilize opportunities to act as a cross-age tutor to lower grades, middle schools or after-school programs

AV.12.COMM.1.6 - speak in a variety of public venues, such as middle school recruitment and middle school shadowing days at school

### **Cluster 2 Listening**

The student will:

AV.12.COMM.2.1 - critically listen and respond to others' ideas in formal and informal settings

AV.12.COMM.2.2 - evaluate own and others' speaking, using rubrics and scoring guides

AV.12.COMM.2.3 - clarify understanding of content through questioning

### **Domain WRI: Writing**

#### **Cluster 1 The Writing Process**

The student will:

AV.12.WRI.1.1 - understand and identify the audience, purpose and form for writing assignments

AV.12.WRI.1.2 - analyze complex college level prompts and design arguments with fully developed claims and cited evidence

AV.12.WRI.1.3 - edit students' essays, checking for professionalism in all aspects of writing

AV.12.WRI.1.4 - use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests

#### **Cluster 2 Writing Skills**

The student will:

AV.12.WRI.2.1 - create academic introductions through the incorporation of valuable background information, a "hook", and well constructed thesis

AV.12.WRI.2.2 - refine skills in research techniques and proper source integration into essays

AV.12.WRI.2.3 - utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing

AV.12.WRI.2.4 - focus on improving sentences through word choice and varying sentence structure

AV.12.WRI.2.5 - create precision and interest by elaborating on ideas through supporting details

### **Cluster 3 Writing Applications**

The student will:

AV.12.WRI.3.1 - develop and strengthen writing through the creation of a biography on a leader as a catalyst for change

AV.12.WRI.3.2 - write timed in-class essays modeled after those required for college-entrance courses

AV.12.WRI.3.3 - develop and strengthen writing through the creation of a personal statement essay

AV.12.WRI.3.4 - write letters of advice to younger AVID students offering tips and advice

### **Cluster 4 Writing to Learn**

The student will:

AV.12.WRI.4.1 - reflect upon research skills gained during the research project (Leaders as a Catalyst for Change) and how those skills will relate to postsecondary education

### **Domain INQ: Inquiry**

#### **Cluster 1 - Costa's Levels of Thinking**

The student will:

AV.12.INQ.1.1 - refine collaborative group study skills in academic tutorials to form groups independently for each core class, especially around college level courses

#### **Cluster 2 Tutorials**

The student will:

AV.12.INQ.2.1 - create a study group with a discussion of rules and expectations

AV.12.INQ.2.2 - reflect upon the relationship between high school tutorials and their connection at the collegiate level

AV.12.INQ.2.2 - reflect upon participation and knowledge gained from tutorials and other collaborative activities

#### **Cluster 3 Socratic Seminar and Philosophical Chairs**

The student will:

AV.12.INQ.3.1 - select their own topics for Socratic Seminar/Philosophical Chairs discussions

AV.12.INQ.3.2 - integrate a variety of source evidence to support position statements

AV.12.INQ.3.3 - articulate a more thorough understanding of the topic, based on the discussion

AV.12.INQ.3.4 - take an active leadership role that results in higher levels of thinking and comprehension

AV.12.INQ.3.5 - analyze a 17th, 18th, or 19th century foundational U.S. document of historical and literary significance (e.g., The Bill of Rights or Lincoln's Second Inaugural Address) for themes, purposes and rhetorical features in a Socratic Seminar or Philosophical Chairs discussion

AV.12.INQ.3.6 - integrate and evaluate multiple courses 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 in a Socratic Seminar or Philosophical Chairs

discussion

**Domain COLL: Collaboration**

**Cluster 1 Collaborative Skills**

The student will:

AV.12.COLL.1.1 - independently create study groups for academically rigorous coursework

AV.12.COLL.1.2 - develop positive peer relationships, especially with those taking advanced coursework

AV.12.COLL.1.3 - discuss informal study group norms and how to become a member of a study team in college

**Domain ORG: Organization**

**Cluster 1 Organization and Time Management**

The student will:

AV.12.ORG.1.1 - begin developing a personal organizational system to prepare for success in college

AV.12.ORG.1.2 - use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts

AV.12.ORG.1.3 - develop and discuss plans when the academic work load is especially difficult

AV.12.ORG.1.4 - plan for future commitments in college and discuss with both the teacher and college tutor

AV.12.ORG.1.5 - reflect on academic performance and independently adjust study habits and time management skills as needed

AV.12.ORG.1.6 - continue to add to academic portfolio to demonstrate student growth

AV.12.ORG.1.7 - present portfolio of personal academic work at the end of the year emphasizing personal growth and successes

AV.12.ORG.1.8 - publish final versions of writing for the academic portfolio

**Cluster 2 Note-Taking**

The student will:

AV.12.ORG.2.1 - take 15 to 25 pages of quality Cornell notes per week

AV.12.ORG.2.2 - utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently

AV.12.ORG.2.3 - adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work

AV.12.ORG.2.4 - create notes which track reading and research effectively

AV.12.ORG.2.5 - personalize notations to call out key information while taking notes

AV.12.ORG.2.6 - utilize notes during in-class and independently formed study groups

AV.12.ORG.2.7 - refine the skill of editing and revise notes outside of class to improve their usability

AV.12.ORG.2.8 - refine the skill of writing higher-level summaries for Cornell notes that link all of the learning together

### **Cluster 3 Research and Technology**

The student will:

AV.12.ORG.3.1 - integrate research and interviews into writing, using citation circles

AV.12.ORG.3.2 - research a leader as a catalyst for change as a culminating research project, using books, Internet and other primary sources

AV.12.ORG.3.3 - utilize peer support and resources to complete and individual research project

AV.12.ORG.3.4 - create research logs, tracking information for culminating research project

AV.12.ORG.3.5 - create a methodology section, which helps track and organize thoughts and processes for writings

AV.12.ORG.3.6 - research colleges/universities of interest with a focus on finalizing a decision about which colleges to apply to during fall and become aware of admissions deadlines

### **Cluster 4 Test Preparation and Test-Taking**

The student will:

AV.12.ORG.4.1 - work in peer groups to prepare for mid-terms, finals, AP and end of course exams

AV.12.ORG.4.2 - seek clarification from instructors on exam format, timing and content, in order to fully prepare for successful completion of assessments

AV.12.ORG.4.3 - analyze test results to determine errors and points of confusion and utilize weekly tutorials for revisiting those materials to ensure a clear understanding

### **Domain REA: Reading**

#### **Cluster 1 Vocabulary**

The student will:

AV.12.REA.1.1 - chart new vocabulary and meaning gathered from texts

AV.12.REA.1.2 - infer word meaning using knowledge of advanced prefixes, suffixes and root words, including words of Anglo-Saxon, Greek, and Latin origin

#### **Cluster 2 Textual Analysis**

The student will:

AV.12.REA.2.1 - analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is actually meant (e.g., satire, sarcasm, irony or understatement)

AV.12.REA.2.2 - analyze authentic writing prompts and formulate the organization of a response

AV.12.REA.2.3 - pause to connect related parts of a text, drawing together various aspects of an argument

AV.12.REA.2.4 - utilize three-part source integration, including source, paraphrase/direct quote, and comment about its relevance to the argument

AV.12.REA.2.5 - chart text, tracking key information and author's claims

AV.12.REA.2.6 - choose one or more writing in the margin strategies while reading text

AV.12.REA.2.7 - determine how best to take notes or record information garnered from readings or films, especially those dealing with advanced content

AV.12.REA.2.8 - identify the persona of the authors, finding elements of argument and compare/contrast views of various authors

### **Domain CR: College Readiness**

#### **Cluster 1 Guest Speakers**

The student will:

AV.12.CR.1.1 - attend college awareness nights, where multiple postsecondary institutions are present, gaining information about institutions of interest, and integrate information into student projects and presentations

AV.12.CR.1.2 - utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool as part of a multi-year portfolio

AV.11.CR.1.3 - have at least one current college student as a guest speaker, with students pre-generating questions about campus life

AV.12.CR.1.4 - seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection and scholarships

#### **Cluster 2 Field Trips**

The student will:

AV.12.CR.2.1 - attend as many college/university visits early in the year, including listening to speakers from admissions who focus on tips for college applications

AV.12.CR.2.2 - determine and plan college/university field trips, including contacting admissions counselors and student guides

AV.12.CR.2.3 - attend a cultural event trip for the second half of the year (the theater, a play or a museum visit) and complete a written assignment

AV.12.CR.2.4 - visit schools of interest independently during weekends or summer, to gain further exposure to postsecondary opportunities

#### **Cluster 3 College and Career Knowledge**

The student will:

AV.12.CR.3.1 - apply for scholarships as a class and individually

AV.12.CR.3.2 - check any specific college requirements or local graduation requirements for community service and log those in the student portfolio

AV.12.CR.3.3 - examine cost of colleges to which they have been accepted and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs

AV.12.CR.3.4 - develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan

AV.12.CR.3.5 - ask for letters of recommendation from teachers and club advisors with whom a strong relationship has been established

AV.12.CR.3.6 - select a college major based on a career choice of interest

#### **Cluster 4 College Entrance Testing**

The student will:

AV.12.CR.4.1 - prepare for and take the SAT and/or ACT at least once during the fall semester

AV.12.CR.4.2 - solve college entrance sample questions both independently and in

groups and discuss how best to approach solutions

AV.12.CR.4.3 - execute the study pal during the fall, in order to prepare for college entrance testing

AV.12.CR.4.4 - independently utilize online college testing study websites to practice for exams

AV.12.CR.4.5 - become familiar with the formatting of college entrance exams, such as the SAT and ACT, and college level credit exams, such as Advanced Placement tests

AV.12.CR.4.6 - use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources

AV.12.CR.4.7 - track all testing results for input into college admission applications

### **Cluster 5 College Admissions and Financial Aid**

The student will:

AV.12.CR.5.1 - select appropriate teachers/counselors for letters of recommendation

AV.12.CR.5.2 - distinguish between universities based on personal and academic need

AV.12.CR.5.3 - complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT/ACT scores and official transcripts within the appropriate timeframe

AV.12.CR.5.4 - research and prepare financial aid application, including the FAFSA

AV.12.CR.5.5 - create a financial plan for the cost of applications and university expenses

AV.12.CR.5.6 - create and design a resume that reflects personal and academic strengths

AV.12.CR.5.7 - write an effective personal statement that illustrates academic and/or personal accomplishments where applicable

AV.12.CR.5.8 - fulfill all course and grade requirements during senior year to remain eligible for college acceptance

### **GENERAL NOTES**

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination IV (AVID IV) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### **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).

## **VERSION REQUIREMENTS**

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## **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.

## **Air Force: Aerospace Science 1 (#1800300)**

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

**Course Number:** 1800300

**Abbreviated Title:** AF AERO SCI 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 enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education:

##### **(Aerospace Technologies Program):**

#### **18.0 Demonstrate an understanding of the history and development of aviation and space transportation.**

18.01 Describe early attempts at flight prior to the Wright Brothers flight in 1902.

18.02 Outline the early attempts at heavier than air powered flight.

18.03 Describe the affect of air power on the outcome of world conflict.

18.05 Outline the beginnings of commercial aviation.

18.06 Identify the early research centers for aeronautics in the United States.

### 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.A.2.1:</a>	Review causes and consequences of the Civil War.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.
<a href="#">SS.912.A.2.2:</a>	Assess the influence of significant people or groups on Reconstruction.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.
<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.

	Examine causes, course, and consequences of United States involvement in World War I.
<a href="#">SS.912.A.4.5:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<a href="#">SS.912.A.4.7:</a>	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
	Examine causes, course, and consequences of World War II on the United States and the world.
<a href="#">SS.912.A.6.1:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
	Explain the impact of World War II on domestic government policy.
<a href="#">SS.912.A.6.5:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to

compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Remarks/Examples:**

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

[MAFS.912.S-MD.2.7:](#)

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

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

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

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

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

[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.

<p><a href="#">LAFS.910.L.3.4:</a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<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="#">HE.912.B.6.4:</a></p>	<p>Formulate an effective long-term personal health plan.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> </div>
<p><a href="#">HE.912.C.1.1:</a></p>	<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>
<p><a href="#">HE.912.C.1.3:</a></p>	<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.1.4:</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="#">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.2.5:</a></p>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Air Force: Aerospace Science 2 (#1800310)**

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

**Course Number:** 1800310

**Abbreviated Title:** AF AERO SCI 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 enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

##### **19.0 Describe the aviation/aerospace environment.**

19.01 Identify atmospheric regions and elements.

19.03 Describe and identify the elements of the atmosphere in motion.

19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.

19.09 Describe the physical properties of interplanetary space including the structure,



formation, forces, and bodies.

**20.0 Describe and demonstrate an understanding of the principles of flight.**

20.01 Define terminology associated with flight and flight principles.;

20.02 Identify the structural components of aircraft.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

**26.0 Describe and demonstrate principles of navigation.**

26.01 Describe navigation principles as they relate to aeronautical travel.

26.02 Demonstrate an ability to read and use an aeronautical navigational chart.

26.03 Examine navigational technologies and systems as they relate to aeronautical systems.

**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="#">SC.912.E.7.3:</a>	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.  <b>Remarks/Examples:</b> Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.
<a href="#">SC.912.E.7.4:</a>	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

	<p><b>Remarks/Examples:</b> Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.</p>
<p><a href="#">SC.912.E.7.7:</a></p>	<p>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</p> <p><b>Remarks/Examples:</b> Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.</p>
<p><a href="#">SC.912.P.12.2:</a></p>	<p>Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.</p> <p><b>Remarks/Examples:</b> Solve problems involving distance, velocity, speed, and acceleration. Create and interpret graphs of 1-dimensional motion, such as position versus time, distance versus time, speed versus time, velocity versus time, and acceleration versus time where acceleration is constant.</p> <p>Florida Standards Connections: MAFS.912.N-VM.3 (+) Solve problems involving velocity and other quantities that can be represented by vectors.</p>
<p><a href="#">SC.912.P.12.3:</a></p>	<p>Interpret and apply Newton's three laws of motion.</p> <p><b>Remarks/Examples:</b> Explain that when the net force on an object is zero, no acceleration occurs thus, a moving object continues to move at a constant speed in the same direction, or, if at rest, it remains at rest (Newton's first law). Explain that when a net force is applied to an object its motion will change, or accelerate (according to Newton's second law, <math>F = ma</math>). Predict and explain how when one object exerts a force on a second object, the second object always exerts a force of equal magnitude but of opposite direction and force back on the first: <math>F_{1 \text{ on } 2} = -F_{2 \text{ on } 1}</math> (Newton's third law).</p>

<p><a href="#">SC.912.P.12.4:</a></p>	<p>Describe how the gravitational force between two objects depends on their masses and the distance between them.</p> <p><b>Remarks/Examples:</b> Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.</p>
<p><a href="#">SC.912.L.14.6:</a></p>	<p>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.</p>
<p><a href="#">SS.912.A.3.2:</a></p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p>
<p><a href="#">SS.912.A.3.3:</a></p>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</p>
<p><a href="#">SS.912.A.4.5:</a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<p><a href="#">SS.912.A.6.1:</a></p>	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<p><a href="#">SS.912.A.6.5:</a></p>	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, rationing,</p>

	national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.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

	<p>material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <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>
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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

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

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

[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.

Formulate an effective long-term personal health plan.

[HE.912.B.6.4:](#)

**Remarks/Examples:**  
 Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

<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.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.2.5:</a></p>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b>          Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Air Force: Aerospace Science 3 (#1800320)**

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

**Course Number:** 1800320

**Abbreviated Title:** AF AERO SCI 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 enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

##### **18.0 Demonstrate an understanding of the history and development of aviation and space transportation.**

18.08 Outline the development of space exploration.

18.09 Describe the role of NACA and NASA in the development of aeronautics and space exploration.

18.10 Prepare a forecast of aerospace developments, and interplanetary space travel.

**19.0 Describe the aviation/aerospace environment.**

19.06 Utilize astronomical principles, and technology to study the solar systems.

19.08 Define interplanetary space.

19.10 Describe interstellar and intergalactic space.

**27.0 Explore the role of civilian spacecraft in the exploration and colonization of space.**

27.01 Participate in the development of a study for a model of manned interplanetary space travel.

27.03 Develop a plan for flight crew training for a manned space flight.

27.05 Develop plans, models, and a visual presentation of a manned space flight to a distant planet in the solar system.

**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="#">SC.912.N.4.2:</a>	<p>Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.</p> <p><b>Remarks/Examples:</b> Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense</p>



of problems and persevere in solving them, and  
MAFS.K12.MP.2: Reason abstractly and quantitatively.

Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

[SC.912.E.5.2:](#)

**Remarks/Examples:**

Identify patterns that influence the formation, hierarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.

[SC.912.E.5.4:](#)

**Remarks/Examples:**

Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.

Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.

[SC.912.E.5.6:](#)

**Remarks/Examples:**

Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.

Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.

[SC.912.E.5.11:](#)

**Remarks/Examples:**

Determine which units of measurement are appropriate to describe distance (e.g. astronomical units, parallax, and light years).

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and MAFS.K12.MP.6: Attend to precision.

Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

[SC.912.E.7.3:](#)

**Remarks/Examples:**

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

[SC.912.P.10.1:](#)

**Remarks/Examples:**

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

[SC.912.P.10.16:](#)

**Remarks/Examples:**

Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.

[SC.912.P.12.4:](#)

Describe how the gravitational force between two objects depends on their masses and the distance between them.

	<p><b>Remarks/Examples:</b></p> <p>Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.</p>
<p><a href="#">SC.912.P.12.5:</a></p>	<p>Apply the law of conservation of linear momentum to interactions, such as collisions between objects.</p> <p><b>Remarks/Examples:</b> (e.g. elastic and completely inelastic collisions).</p>
<p><a href="#">SC.912.L.15.6:</a></p>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms.</p> <p><b>Remarks/Examples:</b></p> <p>Annually Assessed on Biology EOC. Also assesses <a href="#">SC.912.L.15.4</a> <a href="#">SC.912.L.15.5</a> <a href="#">SC.912.N.1.3</a> and <a href="#">SC.912.N.1.6</a>.</p>
<p><a href="#">SS.912.E.2.7:</a></p>	<p>Identify the impact of inflation on society.</p>
<p><a href="#">SS.912.E.2.11:</a></p>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p><b>Remarks/Examples:</b></p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p><a href="#">SS.912.E.3.1:</a></p>	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
<p><a href="#">SS.912.E.3.4:</a></p>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Remarks/Examples:</b></p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p><a href="#">SS.912.E.3.5:</a></p>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>

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

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

**Remarks/Examples:**

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

[MAFS.912.S-MD.2.7:](#)

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

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

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

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

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

[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.L.3.4:](#)

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

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

[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.RST.3.7:](#)

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

[HE.912.B.5.1:](#)

Determine the value of applying a thoughtful decision-making process in health-related situations.

**Remarks/Examples:**

Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

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

Compare how peers influence healthy and unhealthy behaviors.

**Remarks/Examples:**

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

[HE.912.C.2.5:](#)

**Remarks/Examples:**

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

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

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

## **Air Force: Aerospace Science 4 - Leadership Development (#1800330)**

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

**Course Number:** 1800330

**Abbreviated Title:** AF AEROSCI 4 LEADDEV

**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 enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

##### **(Aerospace Technologies Program):**

##### **41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

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

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

**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.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <div data-bbox="532 1360 1369 1486" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</div>
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.G.5.2:</a>	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to



	<p>compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>          In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.RI.2.4:</a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#">LAFS.910.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><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>

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

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

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

[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.RST.3.7:](#)

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

[HE.912.B.4.1:](#)

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

**Remarks/Examples:**

Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

[HE.912.B.4.3:](#)

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Remarks/Examples:**

Effective verbal and nonverbal communication, compromise, and conflict-resolution.

[HE.912.B.5.1:](#)

Determine the value of applying a thoughtful decision-making process in health-related situations.

**Remarks/Examples:**

Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and

	<p>first-aid-treatment options.</p>
<a href="#">HE.912.B.6.4:</a>	<p>Formulate an effective long-term personal health plan.</p> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Advanced Aerospace Science (#1800340)**

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

**Course Number:** 1800340

**Abbreviated Title:** ADV AERO SCI

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

**Course Length:** Year (Y)

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

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

##### **(Aerospace Technologies Program):**

##### **16.0 Demonstrate an understanding of and be able to select and use transportation technologies.**

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

##### **41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals**

**and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

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

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

**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.A.2.2:</a>	Assess the influence of significant people or groups on Reconstruction.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.
<a href="#">SS.912.A.4.7:</a>	Examine the impact of airplanes, battleships, new weaponry and

	chemical warfare in creating new war strategies (trench warfare, convoys).
<a href="#">SS.912.A.6.5:</a>	<p>Explain the impact of World War II on domestic government policy.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> </div>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">MAFS.912.S-ID.1.2:</a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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</li> </ol>

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<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.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.RST.3.8:</a></p>	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
<p><a href="#">HE.912.B.4.3:</a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <div data-bbox="532 1142 1365 1310" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> </div>
<p><a href="#">HE.912.B.5.1:</a></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <div data-bbox="532 1394 1365 1633" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> </div>
<p><a href="#">HE.912.B.6.4:</a></p>	<p>Formulate an effective long-term personal health plan.</p> <div data-bbox="532 1675 1365 1879" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> </div>

<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.2.5:</a></p>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b>          Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>



## **Air Force: Aerospace Science 4 - Transportation (#1800350)**

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

**Course Number:** 1800350

**Abbreviated Title:** AF AERO SCI 4 TRANSP

**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 enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

##### **(Aerospace Technologies Program):**

##### **16.0 Demonstrate an understanding of and be able to select and use transportation technologies.**

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move

people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

**41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

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

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

**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.A.2.1:</a>	Review causes and consequences of the Civil War.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.
<a href="#">SS.912.A.2.2:</a>	Assess the influence of significant people or groups on Reconstruction.

	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
<p><a href="#">SS.912.A.3.2:</a></p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p>
<p><a href="#">SS.912.A.3.3:</a></p>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, trade, development of new industries.</p>
<p><a href="#">SS.912.A.4.5:</a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<p><a href="#">SS.912.A.4.7:</a></p>	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p>
<p><a href="#">SS.912.A.6.1:</a></p>	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<p><a href="#">SS.912.A.6.5:</a></p>	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing,</p>

	national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★
<a href="#">MAFS.912.S-ID.1.2:</a>	<p><b>Remarks/Examples:</b>  In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.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.L.3.4:](#)

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

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

[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.RST.3.7:](#)

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

[HE.912.B.4.1:](#)

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

	<p><b>Remarks/Examples:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p><a href="#">HE.912.B.4.3:</a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><a href="#">HE.912.B.5.1:</a></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><a href="#">HE.912.B.6.4:</a></p>	<p>Formulate an effective long-term personal health plan.</p> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</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.2.5:</a></p>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>

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

## **Air Force: Aerospace Science 4 (#1800360)**

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

**Course Number:** 1800360

**Abbreviated Title:** AF AERO SCI 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 enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

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

### Additional benchmarks related to Career and Adult Education

#### **(Aerospace Technologies Program)**

#### **20.0 Describe and demonstrate an understanding of the principles of flight.**

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.

20.05 Demonstrate an understanding of rocketry design and systems.

20.06 Develop and construct models to test flight characteristics of powered aircraft.



20.07 Explain the application of Newton's laws to flight and rocketry.

**32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.**

32.01 Discuss individual interests related to a career in Aerospace Technologies.

32.02 Explore career opportunities related to Aerospace Technologies.

32.03 Explore secondary education opportunities related to Aerospace Technologies.

**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="#">SC.912.N.4.2:</a>	<p>Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.</p> <p><b>Remarks/Examples:</b> Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>
<a href="#">SC.912.E.5.2:</a>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p><b>Remarks/Examples:</b></p>

	<p>Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p> <p>Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.</p>
<p><a href="#">SC.912.E.5.4:</a></p>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</p> <p><b>Remarks/Examples:</b> Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p>
<p><a href="#">SC.912.E.5.6:</a></p>	<p>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.</p> <p><b>Remarks/Examples:</b> Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.</p>
<p><a href="#">SC.912.E.5.11:</a></p>	<p>Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.</p> <p><b>Remarks/Examples:</b> Determine which units of measurement are appropriate to describe distance (e.g. astronomical units, parallax, and light years).</p> <p>Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and MAFS.K12.MP.6: Attend to precision.</p>
<p><a href="#">SC.912.E.7.3:</a></p>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere,</p>

geosphere, and biosphere.

**Remarks/Examples:**

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

[SC.912.P.10.1:](#)

**Remarks/Examples:**

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

[SC.912.P.10.16:](#)

**Remarks/Examples:**

Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.

Describe how the gravitational force between two objects depends on their masses and the distance between them.

[SC.912.P.12.4:](#)

**Remarks/Examples:**

Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.

[SC.912.P.12.5:](#)

Apply the law of conservation of linear momentum to interactions, such as collisions between objects.

	<p><b>Remarks/Examples:</b> (e.g. elastic and completely inelastic collisions).</p>
<p><a href="#">SC.912.L.15.6:</a></p>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms.</p> <p><b>Remarks/Examples:</b> Annually Assessed on Biology EOC. Also assesses <a href="#">SC.912.L.15.4</a> <a href="#">SC.912.L.15.5</a> <a href="#">SC.912.N.1.3</a> and <a href="#">SC.912.N.1.6</a>.</p>
<p><a href="#">MAFS.912.S-ID.1.2:</a></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.RI.2.4:</a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#">LAFS.910.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><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</li> </ol>

	<p>key issues, presentation of alternate views), clear goals and 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.L.3.4:</a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<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="#">HE.912.B.4.1:</a></p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> </div>
<p><a href="#">HE.912.B.4.3:</a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal</p>

conflicts without harming self or others.

**Remarks/Examples:**

Effective verbal and nonverbal communication, compromise, and conflict-resolution.

[HE.912.B.5.1:](#)

Determine the value of applying a thoughtful decision-making process in health-related situations.

**Remarks/Examples:**

Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

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

Compare how peers influence healthy and unhealthy behaviors.

**Remarks/Examples:**

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

[HE.912.C.2.5:](#)

Evaluate the effect of media on personal and family health.

**Remarks/Examples:**

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

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

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

## **Leadership Education 1 (#1800400)**

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

**Course Number:** 1800400

**Abbreviated Title:** LEAD ED 1

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

**Course Length:** Year (Y)

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

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

##### **(Aerospace Technologies Program):**

**41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

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

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

##### **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.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<a href="#">SS.912.C.2.5:</a>	Conduct a service project to further the public good. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              Examples are school, community, state, national, international.</p> </div>
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> </div>
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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> </div>
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.



<p><a href="#">SS.912.C.2.13:</a></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p> </div>
<p><a href="#">SS.912.C.2.15:</a></p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.RI.3.8:</a></p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p><a href="#">LAFS.910.RI.3.9:</a></p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>
<p><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>

<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.SL.2.5:</u></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="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Leadership Education 2 (#1800410)**

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

**Course Number:** 1800410

**Abbreviated Title:** LEAD ED 2

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

**Course Length:** Year (Y)

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

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

##### **(Aerospace Technologies Program):**

**41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

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

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

##### **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.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels.  <b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.912.C.2.5:</a>	Conduct a service project to further the public good.  <b>Remarks/Examples:</b> Examples are school, community, state, national, international.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change.  <b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

<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.RI.3.9:</a>	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
<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.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Determine the value of applying a thoughtful decision-making process in health-related situations.
<a href="#">HE.912.B.5.1:</a>	<p><b>Remarks/Examples:</b>          Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
<a href="#">HE.912.B.5.4:</a>	<p><b>Remarks/Examples:</b>          Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
	Analyze the role of individual responsibility in enhancing health.
<a href="#">HE.912.P.7.1:</a>	<p><b>Remarks/Examples:</b>          Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
<a href="#">HE.912.P.7.2:</a>	<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>
	Demonstrate how to influence and support others in making positive health choices.
<a href="#">HE.912.P.8.1:</a>	<p><b>Remarks/Examples:</b>          Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<a href="#">HE.912.P.8.2:</a>	Utilize current, accurate data/information to formulate a health-

	enhancing message.
	<p><b>Remarks/Examples:</b>  Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#">HE.912.P.8.3:</a>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p><b>Remarks/Examples:</b>  Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<a href="#">HE.912.P.8.4:</a>	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p><b>Remarks/Examples:</b>  Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Army: Leadership Education and Training 1 (#1801300)**

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

**Course Number:** 1801300

**Abbreviated Title:** AR LEAD ED/TRAIN 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 enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

##### **(Principles of Public Service Program):**

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



**and objectives**

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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="#">MA.912.F.4.1:</a>	Develop personal budgets that fit within various income brackets.  <b>Remarks/Examples:</b> Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.
<a href="#">MA.912.F.4.4:</a>	Establish a plan to pay off debt.  <b>Remarks/Examples:</b> Example: Suppose you currently have a balance of \$4500 on a

	<p>credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<p><a href="#">MA.912.F.4.8:</a></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <div data-bbox="532 474 1365 850" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p> </div>
<p><a href="#">SS.912.C.1.1:</a></p>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p>
<p><a href="#">SS.912.C.1.5:</a></p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p>
<p><a href="#">SS.912.C.2.1:</a></p>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>
<p><a href="#">SS.912.C.2.2:</a></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><a href="#">SS.912.C.2.6:</a></p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<p><a href="#">SS.912.C.2.15:</a></p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<p><a href="#">SS.912.C.3.14:</a></p>	<p>Examine constitutional powers (expressed, implied, concurrent, reserved).</p>
<p><a href="#">SS.912.G.1.4:</a></p>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <div data-bbox="532 1654 1365 1774" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are thematic, contour, and dot-density.</p> </div>
<p><a href="#">MAFS.912.S-ID.1.2:</a></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p>

	<p><b>Remarks/Examples:</b>          In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.RI.2.4:</a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#">LAFS.910.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><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.L.3.4:</a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and</i></p>

content, choosing flexibly from a range of strategies.

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

[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.RST.3.7:](#)

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

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[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.

[HE.912.C.1.4:](#)

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="#">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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.4:</a>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<a href="#">PE.912.L.4.7:</a>	<p>Evaluate how to make changes in an individual wellness plan as</p>

lifestyle changes occur.

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

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

## **Army: Leadership Education and Training 2 (#1801310)**

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

**Course Number:** 1801310

**Abbreviated Title:** AR LEAD ED/TRAIN 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 enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

**(Principles of Public Service Program):**

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

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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="#">PE.912.R.2.1:</a>	Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</div>
<a href="#">SS.912.A.4.5:</a>	Examine causes, course, and consequences of United States



	involvement in World War I.
	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<a href="#">SS.912.A.6.1:</a>	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<a href="#">SS.912.A.6.5:</a>	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of

	<p>maps.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<p><a href="#">MAFS.912.S-ID.1.2:</a></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.RI.2.4:</a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#">LAFS.910.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><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</li> </ol>

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.3.4:](#)

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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.RST.3.7:](#)

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

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[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.

	<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>
<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="#">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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p>

	<b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#"><u>PE.912.L.4.4:</u></a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#"><u>PE.912.L.4.7:</u></a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Army: Leadership Education and Training 3 (#1801320)**

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

**Course Number:** 1801320

**Abbreviated Title:** AR LEAD ED/TRAIN 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 enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

**(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

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

**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="#">MA.912.F.4.1:</a>	Develop personal budgets that fit within various income brackets.  <b>Remarks/Examples:</b> Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.
<a href="#">MA.912.F.4.4:</a>	Establish a plan to pay off debt.

	<p><b>Remarks/Examples:</b>  Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<p><a href="#">MA.912.F.4.8:</a></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <p><b>Remarks/Examples:</b>  Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<p><a href="#">SS.912.A.4.5:</a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<p><a href="#">SS.912.C.1.1:</a></p>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p>
<p><a href="#">SS.912.C.1.5:</a></p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p>
<p><a href="#">SS.912.C.2.2:</a></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><a href="#">SS.912.C.2.6:</a></p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<p><a href="#">SS.912.C.2.15:</a></p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<p><a href="#">SS.912.C.3.14:</a></p>	<p>Examine constitutional powers (expressed, implied, concurrent, reserved).</p>
<p><a href="#">SS.912.E.1.15:</a></p>	<p>Describe the risk and return profiles of various investment vehicles</p>



	and the importance of diversification.
	<p><b>Remarks/Examples:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<a href="#">SS.912.E.2.11:</a>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p><b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">MAFS.912.S-ID.1.2:</a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.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.L.3.4:](#)

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

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

[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.RST.3.7:](#)

Integrate and evaluate multiple sources of information presented in

	diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#">HE.912.B.3.4:</a>	<p>Justify when professional health services or providers may be required.</p> <div data-bbox="532 352 1369 552" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p> </div>
<a href="#">HE.912.B.4.2:</a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <div data-bbox="532 636 1369 793" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> </div>
<a href="#">HE.912.B.4.4:</a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <div data-bbox="532 884 1369 1041" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p> </div>
<a href="#">HE.912.B.6.4:</a>	<p>Formulate an effective long-term personal health plan.</p> <div data-bbox="532 1094 1369 1283" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> </div>
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div data-bbox="532 1335 1369 1566" 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.1.2:</a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <div data-bbox="532 1661 1369 1850" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p> </div>

<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <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>
<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="#">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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b>  Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b>  The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p>

	<p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<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="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Army: Leadership Education and Training 4 (#1801330)**

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

**Course Number:** 1801330

**Abbreviated Title:** AR LEAD ED/TRAIN 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 enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education

**(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

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

**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="#">MA.912.F.4.1:</a>	Develop personal budgets that fit within various income brackets.  <b>Remarks/Examples:</b> Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.
<a href="#">MA.912.F.4.4:</a>	Establish a plan to pay off debt.

	<p><b>Remarks/Examples:</b>  Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<p><a href="#">MA.912.F.4.8:</a></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <p><b>Remarks/Examples:</b>  Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<p><a href="#">SS.912.A.1.2:</a></p>	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p>
<p><a href="#">SS.912.A.6.1:</a></p>	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<p><a href="#">SS.912.A.6.5:</a></p>	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<p><a href="#">SS.912.C.1.5:</a></p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p>
<p><a href="#">SS.912.C.2.2:</a></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><a href="#">SS.912.C.2.6:</a></p>	<p>Evaluate, take, and defend positions about rights protected by the</p>



	Constitution and Bill of Rights.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★
	<p><b>Remarks/Examples:</b>  In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.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> </ol>

	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><a href="#">LAFS.910.L.3.4:</a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<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="#">HE.912.B.3.4:</a></p>	<p>Justify when professional health services or providers may be required.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>          Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p> </div>
<p><a href="#">HE.912.B.4.2:</a></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>          Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> </div>
<p><a href="#">HE.912.B.4.4:</a></p>	<p>Analyze the validity of ways to ask for and offer assistance to</p>

	<p>enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#">HE.912.B.6.4:</a>	<p>Formulate an effective long-term personal health plan.</p> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<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.1.2:</a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <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>
<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="#">HE.912.C.2.2:</a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p><b>Remarks/Examples:</b></p>

	Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#">HE.912.C.2.5:</a>	Evaluate the effect of media on personal and family health.  <b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#">PE.912.L.3.2:</a>	Participate in a variety of activities that promote the health-related components of fitness.  <b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.1:</a>	Design a personal fitness program.  <b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<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="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## Naval Science 1 (#1802300)

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

**Course Number:** 1802300

**Abbreviated Title:** NAVAL SCI 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 introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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.A.2.1:</a>	Review causes and consequences of the Civil War.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.
<a href="#">SS.912.A.2.2:</a>	Assess the influence of significant people or groups on Reconstruction.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.

<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
	Compare the first and second Industrial Revolutions in the United States.
<a href="#">SS.912.A.3.3:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</p>
	Examine causes, course, and consequences of United States involvement in World War I.
<a href="#">SS.912.A.4.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.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.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify</li> </ol>

- its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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.RST.3.7:](#)

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

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[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.

[HE.912.C.1.4:](#)

Propose strategies to reduce or prevent injuries and health problems.

**Remarks/Examples:**

Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

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

Compare how peers influence healthy and unhealthy behaviors.

**Remarks/Examples:**

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students'

	<p>recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.4:</a>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<a href="#">PE.912.L.4.7:</a>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p>
<a href="#">PE.912.R.6.1:</a>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## Naval Science 2 (#1802310)

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

**Course Number:** 1802310

**Abbreviated Title:** NAVAL SCI 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 engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to

accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

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

### **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="#">SC.912.E.5.2:</a>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p><b>Remarks/Examples:</b> Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p> <p>Florida Standards Connections: MAFS.K12.MP.7: Look for</p>

and make use of structure.

Analyze how specific geologic processes and features are expressed in Florida and elsewhere.

[SC.912.E.6.4:](#)

**Remarks/Examples:**

Describe the effect of ocean and Gulf water currents, gravel mining, beach erosion, dune development, aquifers and ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of latitude, elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.

Describe the geologic development of the present day oceans and identify commonly found features.

[SC.912.E.6.5:](#)

**Remarks/Examples:**

Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).

Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

[SC.912.E.7.2:](#)

**Remarks/Examples:**

Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences, Labrador Current and Gulf Stream) impact energy transfer in the environment.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

[SC.912.P.10.1:](#)

**Remarks/Examples:**

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the

	object hits the ground.
<a href="#">SC.912.L.17.2:</a>	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
<a href="#">SC.912.L.17.3:</a>	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.
<a href="#">SS.912.A.4.5:</a>	Examine causes, course, and consequences of United States involvement in World War I.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<p><a href="#">SS.912.G.4.2:</a></p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.RI.2.4:</a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#">LAFS.910.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><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.L.3.4:</a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>



	<ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<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.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="#">HE.912.B.6.4:</a>	<p>Formulate an effective long-term personal health plan.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Naval Science 3 (#1802320)**

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

**Course Number:** 1802320

**Abbreviated Title:** NAVAL SCI 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 enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

### **Special Notes:**

#### Instructional Practices:

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

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

#### Additional Benchmarks Related to Career and Technical Education (Principles of Public Service Program):

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

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

### **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="#">SC.912.E.6.5:</a>	Describe the geologic development of the present day oceans and identify commonly found features.  <b>Remarks/Examples:</b> Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).
<a href="#">SC.912.E.7.2:</a>	Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.  <b>Remarks/Examples:</b> Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences, Labrador Current and Gulf Stream) impact energy transfer in the environment.

<p><a href="#">SC.912.E.7.4:</a></p>	<p>Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.</p> <p><b>Remarks/Examples:</b> Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.</p>
<p><a href="#">SC.912.E.7.7:</a></p>	<p>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</p> <p><b>Remarks/Examples:</b> Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.</p>
<p><a href="#">SC.912.P.10.1:</a></p>	<p>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</p> <p><b>Remarks/Examples:</b> Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.</p>
<p><a href="#">SC.912.L.17.2:</a></p>	<p>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</p>
<p><a href="#">SC.912.L.17.3:</a></p>	<p>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.</p>
<p><a href="#">SS.912.A.3.2:</a></p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p>
<p><a href="#">SS.912.A.3.3:</a></p>	<p>Compare the first and second Industrial Revolutions in the United States.</p>

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</p>
<a href="#">SS.912.A.4.5:</a>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.L.3.4:](#)

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

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

[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.RST.3.7:](#)

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

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

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

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

## Naval Science 4 (#1802330)

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

**Course Number:** 1802330

**Abbreviated Title:** NAVAL SCI 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 enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

#### Special Notes:

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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



make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

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

**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="#">PE.912.C.1.20:</a>	Know various ways in which physical conflict can be resolved appropriately.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.912.C.2.5:</a>	Conduct a service project to further the public good. <b>Remarks/Examples:</b> Examples are school, community, state, national, international.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Remarks/Examples:</b>

	<p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<p><a href="#">SS.912.C.2.15:</a></p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<p><a href="#">MAFS.912.S-MD.2.7:</a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★</p>
<p><a href="#">LAFS.910.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p><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.L.3.4:</a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, </li></ol>

*analysis, analytical; advocate, advocacy).*

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<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.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="#">HE.912.B.4.2:</a>	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Remarks/Examples:</b> Validate other’s opinions, use direct statement, use active statement, and offer alternatives.
<a href="#">HE.912.B.4.3:</a>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
<a href="#">HE.912.B.5.1:</a>	Determine the value of applying a thoughtful decision-making process in health-related situations. <b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<a href="#">HE.912.B.6.4:</a>	Formulate an effective long-term personal health plan. <b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#">HE.912.P.8.3:</a>	Work cooperatively as an advocate for improving personal, family, and community health.

	<p><b>Remarks/Examples:</b> Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><a href="#">HE.912.C.1.2:</a></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</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.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#">PE.912.M.1.5:</a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</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>

## **Marine Corps: Leadership Education 1 (#1803300)**

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

**Course Number:** 1803300

**Abbreviated Title:** MC LEAD ED 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 enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.5:</a>	Conduct a service project to further the public good. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</div>
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the

	Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★
<a href="#">MAFS.912.S-ID.1.2:</a>	<p><b>Remarks/Examples:</b>  In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.
	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> </ol>

- 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.2.6:](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

- [LAFS.910.L.3.4:](#)
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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.RST.3.7:](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Formulate an effective long-term personal health plan.

[HE.912.B.6.4:](#)

**Remarks/Examples:**  
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Predict how healthy behaviors can affect health status.

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

**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.
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <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>
<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="#">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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b>  Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b>  The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity

	throughout life.
	Design a personal fitness program.
<a href="#">PE.912.L.4.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p> </div>
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Marine Corps: Leadership Education 2 (#1803310)**

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

**Course Number:** 1803310

**Abbreviated Title:** MC LEAD ED 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 enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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.A.7.2:</a>	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
<a href="#">SS.912.A.7.15:</a>	Analyze the effects of foreign and domestic terrorism on the American people.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> </div>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Conduct a service project to further the public good.
<a href="#">SS.912.C.2.5:</a>	<p><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</p>
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★
<a href="#">MAFS.912.S-ID.1.2:</a>	<p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.
	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> </ol>

- 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.2.6:](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

- [LAFS.910.L.3.4:](#)
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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.RST.3.7:](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

[HE.912.B.6.4:](#) Formulate an effective long-term personal health plan.

**Remarks/Examples:**  
 Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.C.1.1:](#) Predict how healthy behaviors can affect health status.

	<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="#">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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <p><b>Remarks/Examples:</b></p>

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

[PE.912.L.4.4:](#)

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

[PE.912.L.4.7:](#)

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

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

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



## **Marine Corps: Leadership Education 3 (#1803320)**

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

**Course Number:** 1803320

**Abbreviated Title:** MC LEAD ED 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 enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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.A.7.2:</a>	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
<a href="#">SS.912.A.7.15:</a>	Analyze the effects of foreign and domestic terrorism on the American people.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> </div>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and

	non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Conduct a service project to further the public good.
<a href="#">SS.912.C.2.5:</a>	<p><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</p>
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★
<a href="#">MAFS.912.S-ID.1.2:</a>	<p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.
	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</li> </ol>

	<p>that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
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<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.
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<a href="#">LAFS.910.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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<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.
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<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.
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<a href="#">HE.912.B.4.2:</a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>          Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> </div>
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<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></p> </div>
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	<p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><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="#">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.2.5:</a></p>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#">PE.912.L.3.2:</a></p>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><a href="#">PE.912.L.3.6:</a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#">PE.912.L.4.1:</a></p>	<p>Design a personal fitness program.</p> <p><b>Remarks/Examples:</b> Some examples of things to consider when designing a</p>

	personal fitness program are timelines and current fitness level.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Marine Corps: Leadership Education 4 (#1803330)**

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

**Course Number:** 1803330

**Abbreviated Title:** MC LEAD ED 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 enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

#### **Special Notes:**

##### Instructional Practices:

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

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

##### Additional Benchmarks Related to Career and Technical Education

#### **(Principles of Public Service Program):**

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

**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.A.7.2:</a>	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.5:</a>	Conduct a service project to further the public good. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</p> </div>



<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">MAFS.912.S-ID.1.2:</a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.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.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.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<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.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="#">HE.912.B.4.1:</a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> </div>
<a href="#">HE.912.B.4.2:</a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> </div>
<a href="#">HE.912.B.4.3:</a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise,</p> </div>

	and conflict-resolution.
<a href="#">HE.912.B.4.4:</a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#">HE.912.B.5.4:</a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p><b>Remarks/Examples:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<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="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>

<p><a href="#">PE.912.L.4.1:</a></p>	<p>Design a personal fitness program.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p> </div>
<p><a href="#">PE.912.L.4.4:</a></p>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<p><a href="#">PE.912.L.4.7:</a></p>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</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>

## Military Training Transfer (#1800990)

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

**Course Number:** 1800990

**Abbreviated Title:** MILITARY TRAN

**Course Length:** Not Applicable

**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).

### 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.

## **Driver Education/Traffic Safety-Classroom (#1900300)**

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

**Course Number:** 1900300

**Abbreviated Title:** DRIVER ED CLASS

**Number of Credits:** Half credit (.5)

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

**Grade Level(s):** 9,10,11,12

### **VERSION DESCRIPTION**

#### **Major concepts/content**

The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedures
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- effects of alcohol and other drugs on driving performance

### **GENERAL NOTES**

Classroom instruction only.

#### **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).

## VERSION REQUIREMENTS

After successfully completing this course, the student will:

- Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.
- Describe basic vehicle control, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
- Describe and interpret signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions (I.P.D.E.).
- Describe the management of space requirements in all driving situations.
- Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effect of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.
- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

## 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.

## **Driver Education/Traffic Safety-Classroom and Laboratory (#1900310)**

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

**Course Number:** 1900310

**Abbreviated Title:** DRIVER ED CLASS/LAB

**Number of Credits:** Half credit (.5)

**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 introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedure
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance

### **GENERAL NOTES**

#### **Special note:**

This course includes laboratory activities.

#### **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).

## VERSION REQUIREMENTS

After successfully completing this course, the student will:

- Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.
- Describe and demonstrate basic control of the vehicle, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
- Describe, interpret, and react properly to signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate appropriate executions of these decisions (I.P.D.E.).
- Describe and demonstrate the management of space requirements in all driving situations.
- Describe and demonstrate the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effects of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe and demonstrate specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and demonstrate the use of occupant vehicle restraints and other built-in safety features and devices.
- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

## 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.



## Leadership Skills Development (#2400300)

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

**Course Number:** 2400300

**Abbreviated Title:** LEAD SKLS DEV

**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 teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

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

- study in self-understanding
- development in such areas as goal setting, self-actualization, and assertiveness
- study of organizational theories and management

### 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
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<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<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="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</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.2.12:</a>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</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.2.15:</a>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<a href="#">LAFS.910.RL.2.4:</a>	<p>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</p>

	a formal or informal tone).
<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.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.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.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
<a href="#">HE.912.B.5.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p> </div>
<a href="#">HE.912.B.5.5:</a>	<p>Examine barriers that can hinder healthy decision making.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Interpersonal, financial, environmental factors, and accessibility of health information.</p> </div>
<a href="#">HE.912.P.8.2:</a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p> </div>
<a href="#">HE.912.P.8.4:</a>	Adapt health messages and communication techniques to a specific target audience.

**Remarks/Examples:**

Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.

[PE.912.C.2.20:](#) Identify appropriate methods to resolve physical conflict.

[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.

## **Leadership Techniques (#2400310)**

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

**Course Number:** 2400310

**Abbreviated Title:** LEAD TECNQS

**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**

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

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

- Development in areas such as self-esteem, goal setting, and character building
- Enhanced leadership skills and the ability to function in both a group setting and the community

### **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>
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<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<p><b>Remarks/Examples:</b>  Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
	Conduct a service project to further the public good.
<a href="#">SS.912.C.2.5:</a>	<p><b>Remarks/Examples:</b>  Examples are school, community, state, national, international.</p>
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Analyze the impact of citizen participation as a means of achieving political and social change.
<a href="#">SS.912.C.2.8:</a>	<p><b>Remarks/Examples:</b>  Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
<a href="#">SS.912.C.2.9:</a>	<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.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.



<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.
	Compare different forms of business organizations.
<a href="#">SS.912.E.1.5:</a>	<p><b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<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.
	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
<a href="#">SS.912.E.2.6:</a>	<p><b>Remarks/Examples:</b> Examples are electric, water, cable, waste management.</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.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.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.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
<a href="#">HE.912.B.5.4:</a>	<p><b>Remarks/Examples:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu,</p>

	<p>planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<a href="#">HE.912.P.8.2:</a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p><b>Remarks/Examples:</b>  Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#">HE.912.P.8.4:</a>	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p><b>Remarks/Examples:</b>  Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<a href="#">PE.912.C.2.20:</a>	<p>Identify appropriate methods to resolve physical conflict.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## NC Study Hall 1 (#2200300)

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

**Course Number:** 2200300

**Abbreviated Title:** NC STUDY HALL 1

**Course Length:** Year (Y)

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

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of 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

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

## NC Study Hall 2 (#2200310)

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

**Course Number:** 2200310

**Abbreviated Title:** NC STUDY HALL 2

**Course Length:** Year (Y)

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

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of 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:

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### 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.

## NC Study Hall 3 (#2200320)

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

**Course Number:** 2200320

**Abbreviated Title:** NC STUDY HALL 3

**Course Length:** Year (Y)

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

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of 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>

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### 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.

## NC Study Hall 4 (#2200330)

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

**Course Number:** 2200330

**Abbreviated Title:** NC STUDY HALL 4

**Course Length:** Year (Y)

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

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of 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

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

## Temporary Instructional Placement (#2500510)

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

**Course Number:** 2500510

**Abbreviated Title:** TEMP INSTR PLACEMENT

**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.

## Japanese 1 (#0712300)

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

**Course Number:** 0712300

**Abbreviated Title:** JAPANESE 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:

Japanese 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:

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### 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.

## Japanese 2 (#0712310)

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

**Course Number:** 0712310

**Abbreviated Title:** JAPANESE 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:**

Japanese 2 reinforces the fundamental skills acquired by the students in Japanese 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 Japanese 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.5.5:</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.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.

## Japanese 3 Honors (#0712320)

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

**Course Number:** 0712320

**Abbreviated Title:** JAPANESE 3

**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:**

Japanese 3 provides mastery and expansion of skills acquired by the students in Japanese 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

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target

language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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.
<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.

## Japanese 4 Honors (#0712330)

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

**Course Number:** 0712330

**Abbreviated Title:** JAPANESE 4

**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:**

Japanese 4 expands the skills acquired by the students in Japanese 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:

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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

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target

language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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</li> </ol>

	<p>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.

## **Portuguese 1 (#0713300)**

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

**Course Number:** 0713300

**Abbreviated Title:** PORTUGUESE 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:**

Portuguese 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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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.

[WL.K12.NH.9.2:](#)

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.

[LAFS.910.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 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.



## **Portuguese 2 (#0713310)**

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

**Course Number:** 0713310

**Abbreviated Title:** PORTUGUESE 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:**

Portuguese 2 reinforces the fundamental skills acquired by the students in Portuguese 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 Portuguese 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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the

target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/he immediate surroundings for personal growth and enrichment.

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.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</li> </ol>

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.

## **Portuguese 3 Honors (#0713320)**

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

**Course Number:** 0713320

**Abbreviated Title:** PORTUGUESE 3

**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:**

Portuguese 3 provides mastery and expansion of skills acquired by the students in Portuguese 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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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>

[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.

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

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.

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.

## **Portuguese 4 Honors (#0713330)**

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

**Course Number:** 0713330

**Abbreviated Title:** PORTUGUESE 4

**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:**

Portuguese 4 expands the skills acquired by the students in Portuguese 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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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</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.

## **Portuguese for Portuguese Speakers 1 (#0713340)**

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

**Course Number:** 0713340

**Abbreviated Title:** PORTUGUESE SPEAK 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 Portuguese 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 Portuguese grammar. Language Arts Standards are also included in this course to enable students to become literate in the Portuguese 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 Portuguese 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**

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.

[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.

## **Portuguese for Portuguese Speakers 2 (#0713350)**

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

**Course Number:** 0713350

**Abbreviated Title:** PORTUGUESE SPEAK 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 Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Portuguese grammar skills acquired in Portuguese for Portuguese Speakers 1. Students are exposed to a variety of Portuguese literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Portuguese 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 Portuguese 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

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.IL.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<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.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.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.4.1:</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.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.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.
<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 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> </ol>
<a href="#">LAFS.910.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 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</li> </ol>



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.

# World Language Humanities for International Studies 1 (#0714300)

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

**Course Number:** 0714300

**Abbreviated Title:** WRLDLNG INTL STUD1

**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:

World Humanities for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. 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:** This course is intended for students who are already proficient in the language.

### 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
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<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.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>	<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</li> </ol>

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.



## **World Language Humanities for International Studies 2 (#0714310)**

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

**Course Number:** 0714310

**Abbreviated Title:** WRLDLNG INTL STUD 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:**

World Humanities for International Studies 2 reinforces the fundamental skills acquired by the students in World Humanities for International Studies 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 World Humanities for International Studies 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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.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</li> </ol>

	evidence and reasoning presented.
<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>	<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 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> </ol>
<a href="#">LAFS.910.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 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</li> </ol>

- 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.

## **World Language Humanities for International Studies 3 Honors (#0714320)**

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

**Course Number:** 0714320

**Abbreviated Title:** WRLDLNG INTLSTUD3H

**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:**

World Humanities for International Studies 3 provides mastery and expansion of skills acquired by the students in World Humanities for International Studies 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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</li> </ol>

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.

[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.

## **World Humanities for International Studies 4 Honors (#0714330)**

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

**Course Number:** 0714330

**Abbreviated Title:** WRLDLNG INTLSTUD4H

**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:**

World Humanities for International Studies 4 expands the skills acquired by the students in World Humanities for International Studies 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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.
<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, </li></ol>

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.

## American Sign Language 1 (#0717300)

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

**Course Number:** 0717300

**Abbreviated Title:** AMER SIGN LANG 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:**

American Sign Language 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 with introductions to 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

#### **Standard 7:**

**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

#### **Standard 8:**

**Comparisons:** *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*

**Standard 9:**

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

**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.



<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> <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>
<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</li> </ul>

- 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.

## **American Sign Language 2 (#0717310)**

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

**Course Number:** 0717310

**Abbreviated Title:** AMER SIGN LANG 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:**

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language 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**

#### **Standard 7:**

**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

#### **Standard 8:**

**Comparisons:** *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*

**Standard 9:**

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

**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.IL.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<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.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.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.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</li> </ol>



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.

## **American Sign Language 3 Honors (#0717312)**

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

**Course Number:** 0717312

**Abbreviated Title:** AMER SIGN LANG 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:**

American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.

#### **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**

#### **Standard 7:**

**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

#### **Standard 8:**

**Comparisons:** *The student will be able to develop insight into the nature of the target*

*language and culture by comparing his/her own language(s) and cultures to others.*

**Standard 9:**

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

**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>	<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.

## **American Sign Language 4 Honors (#0717314)**

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

**Course Number:** 0717314

**Abbreviated Title:** AMER SIGN LANG 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:**

American Sign Language 4 expands the skills acquired by the students in American Sign Language 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. Media selections are varied and taken from authentic target language 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**

#### **Standard 7:**

**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

#### **Standard 8:**

**Comparisons:** *The student will be able to develop insight into the nature of the target*

language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

**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</li> </ol>

	<p>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.



## World Language Transfer 1 (#0700980)

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

**Course Number:** 0700980

**Abbreviated Title:** WORLD LANG TRANS 1

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### 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 Language Transfer 2-Second Year Same Language (#0700990)

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

**Course Number:** 0700990

**Abbreviated Title:** WORLD LANG TRANS 2

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### 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:

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### 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 Language Transfer 3-Third Year Same Language (#0701980)

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

**Course Number:** 0701980

**Abbreviated Title:** WORLD LANG TRANS 3

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### 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:

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### 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 Language Transfer 4-Fourth Year Same Language (#0701990)

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

**Course Number:** 0701990

**Abbreviated Title:** WORLD LANG TRANS 4

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

## 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:

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## 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 Language Transfer 5-First Year Additional Language (#0702980)

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

**Course Number:** 0702980

**Abbreviated Title:** WORLD LANG TRANS 5

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### 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:

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### 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 Language Transfer 6-Second Year Additional Language (#0702990)**

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

**Course Number:** 0702990

**Abbreviated Title:** WORLD LANG TRANS 6

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### **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:

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### **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.

## World Language Transfer 7-Third Year Additional Language (#0703980)

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

**Course Number:** 0703980

**Abbreviated Title:** WORLD LANG TRANS 7

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### 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>

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### 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 Language Waiver (Local Documentation Required) (#0791920)

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

**Course Number:** 0791920

**Abbreviated Title:** WORLD LANG WAIVER

**Course Length:** Not Applicable

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

**Grade Level(s):** 9,10,11,12

### 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>

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### 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.



## Personal Fitness Trainer (#1501380)

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

**Course Number:** 1501380

**Abbreviated Title:** PERS FIT TRAINER

**Course Length:** Year (Y)

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

**Grade Level(s):** 9,10,11,12

### 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>

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### COURSE STANDARDS

Name	Description
<a href="#">SC.912.L.14.19:</a>	Explain the physiology of skeletal muscle.
	Identify the major muscles of the human on a model or diagram.
<a href="#">SC.912.L.14.20:</a>	<b>Remarks/Examples:</b> Refer to MAFS.K12.MP.4: Model with mathematics.
<a href="#">SC.912.L.14.12:</a>	Describe the anatomy and histology of bone tissue.
<a href="#">SC.912.L.14.16:</a>	Describe the anatomy and histology, including ultrastructure, of muscle tissue.
<a href="#">SC.912.L.14.17:</a>	List the steps involved in the sliding filament of muscle contraction.
<a href="#">SC.912.L.14.24:</a>	Identify the general parts of a synapse and describe the physiology

	of signal transmission across a synapse.
<a href="#">SC.912.L.14.36:</a>	Describe the factors affecting blood flow through the cardiovascular system.
<a href="#">SC.912.L.14.44:</a>	Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<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.1.1:</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.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.

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

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

[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.

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

Justify when professional health services or providers may be required.

**Remarks/Examples:**

Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.

[HE.912.B.6.2:](#)

Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

**Remarks/Examples:**

Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.

[HE.912.B.6.3:](#)

Implement strategies and monitor progress in achieving a personal health goal.

**Remarks/Examples:**

Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.

[HE.912.P.8.1:](#)

Demonstrate how to influence and support others in making positive health choices.

**Remarks/Examples:**

Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.

[HE.912.C.1.4:](#)

Propose strategies to reduce or prevent injuries and health problems.

**Remarks/Examples:**

Mandatory passenger-restraint/helmet laws, refusal skills,

	mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<a href="#">PE.912.C.2.6:</a>	Compare and contrast the health-related benefits of various physical activities.
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
	Differentiate between the three different types of heat illnesses associated with fluid loss.
<a href="#">PE.912.C.2.8:</a>	<p><b>Remarks/Examples:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</p>
	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
<a href="#">PE.912.C.2.9:</a>	<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
	Explain how each of the health-related components of fitness are improved through the application of training principles.
<a href="#">PE.912.C.2.11:</a>	<p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.C.2.12:</a>	Compare and contrast aerobic versus anaerobic activities.
<a href="#">PE.912.C.2.13:</a>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
	Compare and contrast the skill-related components of fitness used in various physical activities.
<a href="#">PE.912.C.2.14:</a>	<p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<a href="#">PE.912.C.2.15:</a>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<a href="#">PE.912.C.2.16:</a>	Explain the methods of monitoring levels of intensity during aerobic activity.

	<p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<a href="#">PE.912.C.2.17:</a>	<p>Assess physiological effects of exercise during and after physical activity.</p> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
<a href="#">PE.912.C.2.18:</a>	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p><b>Remarks/Examples:</b> Some examples are weight-loss pills, food labels and exercise equipment.</p>
<a href="#">PE.912.C.2.23:</a>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<a href="#">PE.912.C.2.25:</a>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.2:</a>	<p>Identify ways to self-assess and modify a personal fitness program.</p>
<a href="#">PE.912.L.4.3:</a>	<p>Identify strategies for setting goals when developing a personal fitness program.</p>
<a href="#">PE.912.L.4.4:</a>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>

	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.5:</a>	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.L.4.6:</a>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of 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.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.12:</a>	<p><b>Remarks/Examples:</b> An example is performing plyometrics.</p>
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
<a href="#">PE.912.M.1.14:</a>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

	<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.16:</a>	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.M.1.17:</a>	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Celebration for Students of Mixed Mobilities (#0300338)**

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

**Course Number:** 0300338

**Abbreviated Title:** DANCE MIX MOBIL

**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, students of upright or seated mobility study dance as an art form in a manner that focuses on dancers' abilities and challenges preconceptions about mobility-related "disabilities." Dancers work collaboratively to adapt physically rigorous dance techniques to fit their own and others' personal mobilities. 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.1.1:</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="545 989 1369 1150" 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="545 1272 1369 1402" 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.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="545 1671 1369 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> <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.2.4:</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>	<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.1.3:</a>	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
<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.2.4:</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>	<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>	Use resistance, energy, time, and focus to vary expression and intent.
<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.1.5:</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.2.2:</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.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
<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.1.1:</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.2.2:</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.3.3:</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.
	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>	<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>
	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>	<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.
	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
<a href="#">DA.912.F.2.1:</a>	<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.2.2:</a>	Investigate local, regional, state, national, and global resources to support dance-related work and study.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
<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> <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.3.5:</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>	<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.3.7:</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="#">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="#">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.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="#">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.

## **M/J Theatre 3 and Career Planning (#0400025)**

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

**Course Number:** 0400025

**Abbreviated Title:** M/J THEATRE 3 C/P

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **GENERAL NOTES**

**Special Note:** Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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

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

match career and education goals.

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

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

**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="#">TH.68.C.1.1:</a>	Devise an original work based on a community issue that explores various solutions to a problem.  <b>Remarks/Examples:</b> e.g., health, environment, politics, bullying
<a href="#">TH.68.C.1.3:</a>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<a href="#">TH.68.C.1.4:</a>	Create and present a design, production concept, or performance



	and defend artistic choices.
<a href="#">TH.68.C.1.6:</a>	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.  <b>Remarks/Examples:</b> e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
<a href="#">TH.68.C.2.1:</a>	Use group-generated criteria to critique others and help strengthen each other's performance.
<a href="#">TH.68.C.2.3:</a>	Ask questions to understand a peer's artistic choices for a performance or design.
<a href="#">TH.68.C.3.1:</a>	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.  <b>Remarks/Examples:</b> e.g., color, texture, shape, form, sound
<a href="#">TH.68.S.1.2:</a>	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
<a href="#">TH.68.S.2.1:</a>	Discuss the value of collaboration in theatre and work together to create a theatrical production.
<a href="#">TH.68.S.2.3:</a>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
<a href="#">TH.68.S.3.1:</a>	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.  <b>Remarks/Examples:</b> e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
<a href="#">TH.68.S.3.4:</a>	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.  <b>Remarks/Examples:</b> e.g., scenery, properties, lighting, costumes, make-up, sound
<a href="#">TH.68.O.1.3:</a>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<a href="#">TH.68.O.2.2:</a>	Explain how a performance would change if depicted in a different location, time, or culture.
<a href="#">TH.68.O.3.2:</a>	Explore how theatre and theatrical works have influenced various cultures.

<a href="#">TH.68.O.3.3:</a>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<a href="#">TH.68.H.1.3:</a>	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
<a href="#">TH.68.H.1.4:</a>	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
<a href="#">TH.68.H.1.5:</a>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<a href="#">TH.68.H.2.3:</a>	Analyze theatre history and dramatic literature in the context of societal and cultural history.
<a href="#">TH.68.H.3.2:</a>	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
<a href="#">TH.68.H.3.3:</a>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<a href="#">TH.68.F.1.2:</a>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
<a href="#">TH.68.F.1.3:</a>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<a href="#">TH.68.F.2.1:</a>	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
<a href="#">TH.68.F.3.1:</a>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
	<p><b>Remarks/Examples:</b> e.g., royalties, copies, changing text</p>
<a href="#">LAFS.7.RL.2.5:</a>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<a href="#">LAFS.7.RL.3.7:</a>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<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.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Introduction to Art History (#0100060)**

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

**Course Number:** 0100060

**Abbreviated Title:** M/J INTRO ART HIST

**Course Length:** Semester (S)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

### **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.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.

<b>Name</b>	<b>Description</b>
<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.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.C.3.3:</a>	Use analytical skills to understand meaning and explain connections with other contexts.
<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.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.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.H.1.1:</a>	Describe social, ecological, economic, religious, and/or political conditions reflected in works 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.
	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
<a href="#">VA.68.H.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., private, public, and personal art collections</p> </div>
<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., identify facts, ideas, problem-solving skills</p> </div>
<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.
	Collaborate with peers to complete an art task and develop leadership skills.
<a href="#">VA.68.F.3.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., task: voluntary, assigned; time: long-term group project</p> </div>
<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="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<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 2 & Career Planning (#0101025)**

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

**Course Number:** 0101025

**Abbreviated Title:** M/J 2D STUD ART 2 CP

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

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 with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.

### **GENERAL NOTES**

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

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



school program of study, and postsecondary/career goals.  
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**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.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.  <b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<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.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.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.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="#"><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 Three-Dimensional Studio Art 2 & Career Planning (#0101055)**

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

**Course Number:** 0101055

**Abbreviated Title:** M/J 3D STUD ART 2 CP

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students develop 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 form. 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. In tandem with their learning opportunities in 3-D Studio Art, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.

### **GENERAL NOTES**

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

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

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

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

**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.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. <b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<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.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.2.3:</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.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 Digital Art and Design 3 (#0103020)**

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

**Course Number:** 0103020

**Abbreviated Title:** M/J DIG ART DESIGN 3

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students become proficient in, and refine, their use of 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. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. 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.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.2.4:</a>	Use constructive criticism as a purposeful tool for artistic growth.
<a href="#">VA.68.C.3.4:</a>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<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.1.3:</a>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.  <b>Remarks/Examples:</b> e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<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.3.2:</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.  <b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and

	other sources
<a href="#">VA.68.O.1.3:</a>	Combine creative and technical knowledge to produce visually strong works of art.
<a href="#">VA.68.O.1.4:</a>	Create artworks that demonstrate skilled use of media to convey personal vision.
<a href="#">VA.68.O.2.1:</a>	Create new meaning in artworks through shared language, expressive content, and ideation.
<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.3.2:</a>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<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.2.2:</a>	Explain the impact artwork and utilitarian objects have on the human experience.
<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.1.4:</a>	Use technology skills to create an imaginative and unique work of art.
	<b>Remarks/Examples:</b> e.g., convey depth, scale
<a href="#">VA.68.F.2.4:</a>	Present research on the works of local artists and designers to understand the significance of art in the community.
<a href="#">VA.68.F.2.5:</a>	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
<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.3.2:</a>	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
<a href="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

<a href="#"><u>LAFS.8.SL.1.3:</u></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="#"><u>LAFS.8.SL.2.4:</u></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="#"><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.

## **Music of the World (#1300340)**

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

**Course Number:** 1300340

**Abbreviated Title:** MUSIC WORLD

**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 explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **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.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; 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.1.3:</a>	Analyze instruments of the world and classify them by common traits. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., classical and folk instruments from around the world           </div>
<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.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.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.O.1.1:</a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <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.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> <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, timbre choice, rhythm, orchestration</p> </div>
<a href="#">MU.912.H.1.1:</a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p> </div>
<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p> </div>
<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.2.4:</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.
	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>
<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.

[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.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.

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

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



## **Marching Band (#1302355)**

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

**Course Number:** 1302355

**Abbreviated Title:** MARCHING BAND

**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

### **VERSION DESCRIPTION**

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

### **GENERAL NOTES**

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

#### **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 1354" 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.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="544 1518 1367 1648" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement, focus</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="544 1728 1367 1858" 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.F.3.8:</a>	<p>Demonstrate effective teamwork and accountability, using</p>

	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.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.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.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.	
	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.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.	
	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.	
<a href="#">PE.912.C.2.9:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>
<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>		
<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.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
<a href="#">PE.912.M.1.20:</a>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## **Chamber Orchestra (#1302540)**

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

**Course Number:** 1302540

**Abbreviated Title:** CHAMB ORCH

**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**

String players seeking a challenging, small orchestra ensemble experience advance their ensemble, instrumental, and music literacy skills as they learn standard chamber orchestra works from a broad variety of periods and styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **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>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1104 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>	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 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.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.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.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.1.3:</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.2.4:</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.

**Remarks/Examples:**

e.g., acoustics, sound amplification, materials, mechanics

[MU.912.F.3.2:](#)

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

[MU.912.F.3.3:](#)

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

[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.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.



## **Music Technology and Sound Engineering 4 - Honors (#1304330)**

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

**Course Number:** 1304330

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

### **GENERAL NOTES**

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

#### **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.

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

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 1283 1367 1409" 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="561 1528 1367 1734" 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.1.3:</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.1.6:</a>	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.  <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
<a href="#">MU.912.S.1.7:</a>	Combine and/or create virtual and audio instruments.
<a href="#">MU.912.S.1.8:</a>	Record, mix, and edit a recorded performance.
<a href="#">MU.912.S.1.9:</a>	Score music and use Foley art for a video segment or full video.
<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.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

	<p>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.1.2:</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>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<a href="#">MU.912.H.2.2:</a>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p>
<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>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</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.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</p>

	<p>music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <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.
<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> <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.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 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.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.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="#">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.

## **Technical Theatre: Design and Production for Scenery and Props (#0400407)**

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

**Course Number:** 0400407

**Abbreviated Title:** TECH THE D/P SCEN PR

**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 learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. 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.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.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. <div data-bbox="545 1209 1367 1409" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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.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. <div data-bbox="545 1692 1367 1818" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., proscenium, thrust, arena, black box</p> </div>
<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.

<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="#">TH.912.C.3.1:</a></p>	<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>
<p><a href="#">TH.912.S.1.8:</a></p>	<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> <p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p>
<p><a href="#">TH.912.S.2.1:</a></p>	<p>Create one or more technical design documents for a theatrical production.</p> <p><b>Remarks/Examples:</b> e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<p><a href="#">TH.912.S.2.2:</a></p>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><a href="#">TH.912.S.2.6:</a></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<p><a href="#">TH.912.S.2.9:</a></p>	<p>Research and defend one's own artistic choices as a designer.</p>
<p><a href="#">TH.912.S.3.1:</a></p>	<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>
<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,</p>

	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.1.2:</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.2.5:</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.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.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.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.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.C.1.7:</a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<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="#">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.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.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.

[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.

## **Technical Theatre: Design and Production for Lighting and Sound (#0400408)**

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

**Course Number:** 0400408

**Abbreviated Title:** TECH THE D/P LI SOUN

**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 learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the 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.

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

Name	Description
<a href="#">SC.912.P.10.15:</a>	<p>Investigate and explain the relationships among current, voltage, resistance, and power.</p> <p><b>Remarks/Examples:</b> Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.</p>
<a href="#">SC.912.P.10.20:</a>	<p>Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.</p> <p><b>Remarks/Examples:</b> Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic</p>

	<p>waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.</p>
<p><a href="#">SC.912.P.10.21:</a></p>	<p>Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver.</p> <p><b>Remarks/Examples:</b> Describe the apparent change in frequency of waves due to the motion of a source or a receiver (the Doppler effect).</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="#">TH.912.C.1.3:</a></p>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p>
<p><a href="#">TH.912.C.1.4:</a></p>	<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>
<p><a href="#">TH.912.C.1.6:</a></p>	<p>Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.</p>
<p><a href="#">TH.912.C.2.1:</a></p>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.</p>
<p><a href="#">TH.912.C.2.3:</a></p>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p><b>Remarks/Examples:</b> e.g., proscenium, thrust, arena, black box</p>
<p><a href="#">TH.912.C.2.7:</a></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</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>
<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.1.8:</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> <p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p>
<a href="#">TH.912.S.2.1:</a>	<p>Create one or more technical design documents for a theatrical production.</p> <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>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<a href="#">TH.912.S.2.6:</a>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<a href="#">TH.912.S.2.9:</a>	<p>Research and defend one's own artistic choices as a designer.</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.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>

<p><a href="#">TH.912.O.3.2:</a></p>	<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>
<p><a href="#">TH.912.O.3.5:</a></p>	<p>Design technical elements to document the progression of a character, plot, or theme.</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.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.1.5:</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.2.5:</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.3.2:</a></p>	<p>Compare the applications of various art forms used in theatre production.</p>
<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> <p><b>Remarks/Examples:</b> e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<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>
<p><a href="#">TH.912.F.2.1:</a></p>	<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.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 data-bbox="545 352 1367 554" 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="#">VA.912.S.1.7:</a>	<p>Manipulate lighting effects, using various media to create desired results.</p> <div data-bbox="545 636 1367 804" 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="#">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.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.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.

[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.

## **Technical Theatre: Design and Production for Costume, Makeup, and Hair (#0400409)**

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

**Course Number:** 0400409

**Abbreviated Title:** TECH THE D/P CMH

**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 learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the 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.

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.1.4:</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.2.1:</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.  <b>Remarks/Examples:</b> e.g., peer assessment, rubric, criteria, coaching, feedback,

	criticism
<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.1.8:</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> <p><b>Remarks/Examples:</b> e.g., cultural, historical, symbolic, interpretive</p>
<a href="#">TH.912.S.2.1:</a>	<p>Create one or more technical design documents for a theatrical production.</p> <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>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p><b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<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.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>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<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.1.5:</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.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.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.3.12:</a>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.  <b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<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



<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> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., media: ceramics, glass, wet, dry, digital</p> </div>
<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 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.SL.2.5:</a></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><a href="#">LAFS.910.RST.1.1:</a></p>	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>
<p><a href="#">LAFS.910.RST.1.3:</a></p>	<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>
<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.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#">PE.912.M.1.5:</a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</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>



## **The Business of Theatre: Management and Promotion (#0400515)**

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

**Course Number:** 0400515

**Abbreviated Title:** BUS THEA MGMT PROMO

**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**

Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre, in particular. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. 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="#">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 data-bbox="545 1339 1367 1507" 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.1.3:</a>	Develop criteria that may be applied to the selection and performance of theatrical work. <div data-bbox="545 1791 1367 1866" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#">TH.912.S.2.9:</a>	Research and defend one's own artistic choices as a designer.
<a href="#">TH.912.S.3.9:</a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
<a href="#">TH.912.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., correct terminology, plots, production meetings, headset etiquette</p>
	Analyze and demonstrate how to use various media to impact theatrical productions.
<a href="#">TH.912.O.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., projections, digital video, sound, animation, intelligent lighting</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.2.1:</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.2.7:</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.3.2:</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.2.1:</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.2.2:</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.3.1:</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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., leadership, financial needs and structure, marketing, personnel matters</p> </div>
<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.3.4:</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>	Examine how skills used in putting on a production can be applied

	<p>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="#">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.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="#">SS.912.FL.1.1:</a>	<p>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p> </div>
<a href="#">SS.912.FL.4.1:</a>	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Remarks/Examples:**

Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

[SS.912.FL.4.4:](#)

**Remarks/Examples:**

Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.

Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

[SS.912.FL.4.8:](#)

**Remarks/Examples:**

Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

[SS.912.FL.4.12:](#)

**Remarks/Examples:**

Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

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

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



## **Musical Theatre 1 (#0400700)**

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

**Course Number:** 0400700

**Abbreviated Title:** MUSIC 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**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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.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.S.3.2:</a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<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 1213 1367 1339" 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="#">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.2.6:</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.

<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="#">TH.912.C.3.1:</a></p>	<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>
<p><a href="#">TH.912.S.1.1:</a></p>	<p>Describe the interactive effect of audience members and actors on performances.</p>
<p><a href="#">TH.912.S.1.6:</a></p>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<p><a href="#">TH.912.S.2.3:</a></p>	<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>
<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.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.3.2:</a></p>	<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.2.2:</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.
<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.
	<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.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.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. Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<a href="#">TH.912.F.3.4:</a>	<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.3.8:</a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<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.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.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;"> <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="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Musical Theatre 2 (#0400710)**

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

**Course Number:** 0400710

**Abbreviated Title:** MUSIC 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**

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. 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.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; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., improvisation, trial and error, collaboration         </div>
<a href="#">DA.912.S.1.2:</a>	Generate choreographic ideas through improvisation and physical brainstorming.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<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.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<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.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>	<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.3.2:</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.1.3:</a>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p> </div>
<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p> </div>
<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.2.3:</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.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.1.3:</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.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.2.1:</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.2.11:</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.2.8:</a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#">TH.912.H.2.9:</a>	Create scenes that satirize current political or social events. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., improvise, script, perform</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: 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.3.4:</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: 5px;"> <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.

	<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.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>	<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.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.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.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.2.3:</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.1.5:</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.

## **Musical Theatre 3 (#0400720)**

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

**Course Number:** 0400720

**Abbreviated Title:** MUSIC THEATRE 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 refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. 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.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 1087 1367 1285" 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.S.3.7:</a>	Move with agility, alone and relative to others, to perform complex dance sequences.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<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.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<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 1768 1367 1894" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</p> </div>

<a href="#">TH.912.C.1.5:</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.2.1:</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. <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.3.2:</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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., appropriate to available actors, budget, venue, appropriate to community values</p> </div>
<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.



	<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.
<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>	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.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.3.7:</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.
	<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.2.5:</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.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.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.2.1:</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.2.11:</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.2.3:</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.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>	<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.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>	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>	<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.2.5:</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>	<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.3.5:</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="#">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.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.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.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. <b>Remarks/Examples:</b> Some examples are video analysis and checklist.
<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.

## **Creating Two-Dimensional Art (#0101355)**

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

**Course Number:** 0101355

**Abbreviated Title:** CREATING 2-D ART

**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 investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. 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-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.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 684 1367 814" 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.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="545 978 1367 1138" 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>	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.
<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>	<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 1587 1367 1747" 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>	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

	<p>safety procedures for hazardous chemicals and equipment during the art-making process.</p> <div data-bbox="545 268 1369 474" 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>
<p><a href="#">VA.912.S.3.4:</a></p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <div data-bbox="545 590 1369 758" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
<p><a href="#">VA.912.O.2.2:</a></p>	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
<p><a href="#">VA.912.H.1.2:</a></p>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<p><a href="#">VA.912.H.2.1:</a></p>	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
<p><a href="#">VA.912.F.1.3:</a></p>	<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>
<p><a href="#">VA.912.F.2.1:</a></p>	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
<p><a href="#">VA.912.F.3.4:</a></p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <div data-bbox="545 1352 1369 1482" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., punctuality, reliability, diligence, positive work ethic</p> </div>
<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</li> </ol>



	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<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="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Creating Three-Dimensional Art (#0101365)**

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

**Course Number:** 0101365

**Abbreviated Title:** CREATING 3-D ART

**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 in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. 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 Cluster:**

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.1.4:</a>	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. <b>Remarks/Examples:</b> e.g., symbolism, spatial relationship
<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.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.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.3.10:</a>	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. <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.
<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.1.5:</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.1.2:</a>	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
<a href="#">VA.912.H.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.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> <p><b>Remarks/Examples:</b> e.g., punctuality, reliability, diligence, positive work ethic</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> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

	<ul style="list-style-type: none"> <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.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.

## **Fine Craft Studio Art 1 (#0101440)**

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

**Course Number:** 0101440

**Abbreviated Title:** FIN CFT STUD ART 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 create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. 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.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 648 1367 777" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</p> </div>
<a href="#">VA.912.C.2.3:</a>	<p>Process and apply constructive criticism as formative assessment for continued growth in art-making skills.</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="545 940 1367 1102" 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 1465 1367 1627" 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.3.3:</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.S.3.9:</a>	<p>Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.</p> <p><b>Remarks/Examples:</b> e.g., enameling, fiber or metal construction, ceramics</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 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.1.6:</a>	<p>Create a timeline for the development of artists' materials to show multiple influences on the use of art media.</p> <p><b>Remarks/Examples:</b> e.g., economic, political, cultural, religious</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.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#">VA.912.H.3.3:</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.1.2:</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.2.1:</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.3.3:</a>	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
<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.3.6:</a>	Identify ethical ways to use appropriation in personal works of art.
<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> <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</li> </ol>

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

## **Fine Craft Studio Art 2 (#0101450)**

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

**Course Number:** 0101450

**Abbreviated Title:** FIN CFT STUD ART 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 create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. 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.1.5:</a>	<p>Analyze how visual information is developed in specific media to create a recorded visual image.</p> <div data-bbox="545 648 1369 777" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., four-dimensional media, motion or multi-media</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.2.3:</a>	<p>Process and apply constructive criticism as formative assessment for continued growth in art-making skills.</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.2.7:</a>	<p>Assess the challenges and outcomes associated with the media used in a variety of one's own works.</p>
<a href="#">VA.912.C.3.2:</a>	<p>Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."</p>
<a href="#">VA.912.C.3.6:</a>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <div data-bbox="545 1302 1369 1465" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p> </div>
<a href="#">VA.912.S.1.1:</a>	<p>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</p>
<a href="#">VA.912.S.1.3:</a>	<p>Interpret and reflect on cultural and historical events to create art.</p> <div data-bbox="545 1591 1369 1755" 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.2.3:</a>	<p>Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.</p>
<a href="#">VA.912.S.3.10:</a>	<p>Develop skill in sketching and mark-making to plan, execute, and</p>

	construct two-dimensional images or three-dimensional models.
	<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>	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.3.3:</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.S.3.8:</a>	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
	<p><b>Remarks/Examples:</b> e.g., media: ceramics, glass, wet, dry, digital</p>
<a href="#">VA.912.S.3.9:</a>	Manipulate and embellish malleable or rigid materials to construct

	<p>representational or abstract forms.</p> <p><b>Remarks/Examples:</b> e.g., enameling, fiber or metal construction, ceramics</p>
<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.1.10:</a>	<p>Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.</p> <p><b>Remarks/Examples:</b> e.g., belief system, ecology, environment, current visual culture, economy</p>
<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>	<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.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>	<p>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.</p> <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>
<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>	<p>Apply rules of convention to create purposeful design.</p> <p><b>Remarks/Examples:</b> e.g., exhibition guidelines, environmental concerns, required</p>

	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="#">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>	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.1.1d:</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.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.



## **Fine Craft Studio Art 3 Honors (#0101460)**

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

**Course Number:** 0101460

**Abbreviated Title:** FIN CFT STUD ART 3 H

**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 combine studio practice with academic study to generate self-initiated work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design and embellishment. Student craftsmen and craftswomen manipulate the structural elements of art and the organizational principles of design to create art works that are progressively more innovative and representative of the student's voice and cognitive growth. Students continually reflect upon and analyze aesthetic and visual issues individually and as a group to increase visual literacy. 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.1.2:</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.2.3:</a>	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
<a href="#">VA.912.C.3.4:</a>	Use analytical skills to examine issues in non-visual art contexts. <div data-bbox="560 1087 1365 1251" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., review objective facts; suspend judgment; see the parts, visualize the finished product</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.1.5:</a>	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. <div data-bbox="560 1451 1365 1619" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-making</p> </div>
<a href="#">VA.912.S.2.6:</a>	Incorporate skills, concepts, and media to create images from ideation to resolution. <div data-bbox="560 1696 1365 1858" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</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.3.2:</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 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.3.5:</a>	Create multiple works that demonstrate thorough exploration of subject matter and themes.
<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.S.3.9:</a>	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.  <b>Remarks/Examples:</b> e.g., enameling, fiber or metal construction, ceramics
<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.1.3:</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.3.2:</a>	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<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.1.3:</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.1.8:</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.2.6:</a>	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. <b>Remarks/Examples:</b> e.g., historical periods, cultures
<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.2.6:</a>	Research and discuss the potential of the visual arts to improve aesthetic living.
<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.3.3:</a>	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
<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>	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.1.2:](#)

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.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.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

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

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

## **Digital Art Imaging 1 (#0108370)**

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

**Course Number:** 0108370

**Abbreviated Title:** DIGITAL ART IMG 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 digital still images through the single or combined use of computers, digital 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>	<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.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>	Create a digital or time-based presentation to analyze and compare 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="#">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.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.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.

## **Digital Art Imaging 2 (#0108380)**

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

**Course Number:** 0108380

**Abbreviated Title:** DIGITAL ART IMG 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 graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital 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.

[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.





## **Dance - Grade Kindergarten (#5003010)**

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

**Course Number:** 5003010

**Abbreviated Title:** DANCE - GRADE K

**Course Length:** Year (Y)

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

**Grade Level(s):** K

### **VERSION DESCRIPTION**

Kindergarten students in dance class explore their world through a variety of creative dance concepts, learning strategies, rhythms, stories, songs, manipulatives, images, and creative play to help them express control and imagination, advance motor skills, increase kinesthetic awareness and coordination, and develop social skills. Instruction facilitates their acquisition of knowledge and skills required to self-express, communicate, create with imagination and artistic intent, and infuse concepts from various academic content areas and cultural origins.

### **GENERAL NOTES**

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

MAFS.K.CC.1: Know number names and the count sequence.

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">DA.K.C.1.1:</a>	Associate and identify words of action or feeling with watching or performing simple dances.
<a href="#">DA.K.C.1.2:</a>	Perform creative movement in a specific order.
<a href="#">DA.K.C.2.1:</a>	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.  <b>Remarks/Examples:</b> e.g., turtle: slow; rabbit: fast
<a href="#">DA.K.C.3.1:</a>	Express preferences from among a teacher-selected set of dances.  <b>Remarks/Examples:</b> e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned
<a href="#">DA.K.S.1.1:</a>	Discover movement through exploration, creativity, and imitation.  <b>Remarks/Examples:</b> e.g., use of space, tempo, level, direction
<a href="#">DA.K.S.1.2:</a>	Discover new ways to move by using imitation and imagery.  <b>Remarks/Examples:</b> e.g., animals, swaying trees, falling snow
<a href="#">DA.K.S.2.1:</a>	Follow classroom directions.
<a href="#">DA.K.S.2.2:</a>	Retain simple sequences and accurate dance terminology over time.
<a href="#">DA.K.S.3.1:</a>	Refine gross- and fine-locomotor skills through repetition.
<a href="#">DA.K.S.3.2:</a>	Imitate simple exercises for strengthening and stretching the body.
<a href="#">DA.K.S.3.3:</a>	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

<a href="#">DA.K.S.3.4:</a>	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.
<a href="#">DA.K.O.1.1:</a>	<p>Improvise a short phrase based on the elements of dance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., space: pathways, levels; time: speed</p> </div>
<a href="#">DA.K.O.2.1:</a>	<p>Improvise a short dance phrase with a clear beginning and ending.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., twist, bend, swing, bounce, freeze</p> </div>
<a href="#">DA.K.O.3.1:</a>	Use movement to express a feeling, idea, or story.
<a href="#">DA.K.O.3.2:</a>	Respond to a dance through movement and words.
<a href="#">DA.K.H.1.1:</a>	Dance to music from a wide range of cultures.
<a href="#">DA.K.F.1.1:</a>	<p>Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., scarves, long ribbons, soft fabric squares and rectangles</p> </div>
<a href="#">DA.K.F.3.1:</a>	Follow classroom instructions given by the teacher.
<a href="#">MU.K.C.1.1:</a>	<p>Respond to music from various sound sources to show awareness of steady beat.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., steady beat, pulse</p> </div>
<a href="#">MU.K.C.2.1:</a>	Identify similarities and/or differences in a performance.
<a href="#">MU.K.O.1.1:</a>	<p>Respond to beat, rhythm, and melodic line through imitation.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., locomotor and non-locomotor movement, body levels</p> </div>
<a href="#">LAFS.K.RL.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">HE.K.C.1.1:</a>	<p>Recognize healthy behaviors.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.
<a href="#">PE.K.C.2.1:</a>	<p>Recognize locomotor skills.</p> <p><b>Remarks/Examples:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
<a href="#">PE.K.C.2.2:</a>	<p>Recognize physical activities have safety rules and procedures.</p> <p><b>Remarks/Examples:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
<a href="#">PE.K.R.6.2:</a>	Identify a benefit of willingly trying new movements and motor skills.
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance - Grade 1 (#5003020)**

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

**Course Number:** 5003020

**Abbreviated Title:** DANCE - GRADE 1

**Course Length:** Year (Y)

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

**Grade Level(s):** 1

### **VERSION DESCRIPTION**

First-grade students in dance class explore their expanding world as they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, songs, ideas, cultures, manipulatives, images, creative play, and technologies. Through structured and unstructured movement, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction facilitates their acquisition of knowledge and skills required to self-express, create with artistic intent, and infuse concepts from various academic content areas and cultural origins.

### **GENERAL NOTES**

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">SC.1.P.12.1:</a>	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
<a href="#">DA.1.C.1.1:</a>	Identify and respond to the feelings expressed in movement pieces. Repeat simple movements from verbal cueing.
<a href="#">DA.1.C.1.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., "right foot front," "arms to the side"</p> </div>
<a href="#">DA.1.C.2.1:</a>	<p>Make movement choices, using one or more given elements, to complete a short phrase.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., levels, tempos, directions, energy</p> </div>
<a href="#">DA.1.C.3.1:</a>	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
<a href="#">DA.1.S.1.1:</a>	Discover movement through exploration, creativity, self-discovery, and experimentation in dance.
<a href="#">DA.1.S.1.2:</a>	<p>Explore how body parts move by using imitation and imagery.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., elbow circles: turn a crank; flex/point: gas peddle</p> </div>
<a href="#">DA.1.S.2.1:</a>	<p>Listen attentively and follow directions when learning movement skills and sequences.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., clapping, visual or verbal cue</p> </div>
<a href="#">DA.1.S.2.2:</a>	Practice simple dance sequences with assistance.
<a href="#">DA.1.S.2.3:</a>	Perform simple movements on both sides of the body.

	<p><b>Remarks/Examples:</b> e.g., shake right hand, shake left hand</p>
<a href="#">DA.1.S.3.1:</a>	<p>Imitate basic body postures and maintain a pose in a held stance.</p> <p><b>Remarks/Examples:</b> e.g., curved, straight, bent, crooked</p>
<a href="#">DA.1.S.3.2:</a>	<p>Repeat simple body movements to strengthen and stretch the body.</p> <p><b>Remarks/Examples:</b> e.g., bend front and side, jump, hop</p>
<a href="#">DA.1.S.3.3:</a>	<p>Practice moving body parts in and through space to develop coordination.</p> <p><b>Remarks/Examples:</b> e.g., arms with legs, up/down, forward/backward, skipping with arm swings</p>
<a href="#">DA.1.S.3.4:</a>	<p>Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.</p> <p><b>Remarks/Examples:</b> e.g., verbalized rhythm transferred to the feet</p>
<a href="#">DA.1.S.3.5:</a>	<p>Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.</p>
<a href="#">DA.1.O.1.1:</a>	<p>Experiment with given elements to develop knowledge of their characteristics.</p> <p><b>Remarks/Examples:</b> e.g., fast/slow, big/small, smooth/sharp, curved/straight</p>
<a href="#">DA.1.O.1.2:</a>	<p>Demonstrate awareness of expectations in class and at informal performances.</p>
<a href="#">DA.1.O.2.1:</a>	<p>Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.</p>
<a href="#">DA.1.O.3.1:</a>	<p>Create movement phrases to express a feeling, idea, or story.</p>
<a href="#">DA.1.O.3.2:</a>	<p>Use accurate dance terminology to describe specified movements and shapes.</p>
<a href="#">DA.1.H.1.1:</a>	<p>Practice children's dances from around the world.</p>
<a href="#">DA.1.H.3.1:</a>	<p>Perform movement that infuses music, language, and numbers.</p>
<a href="#">DA.1.F.1.1:</a>	<p>Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters.</p>



	<p><b>Remarks/Examples:</b> e.g., scarves, long ribbons, soft fabric squares and rectangles</p>
<a href="#">DA.1.F.3.1:</a>	Follow directions given by the teacher or by peers in small groups.
<a href="#">TH.1.S.1.1:</a>	Exhibit appropriate audience etiquette and response.
	Use simple acting techniques to portray a person, place, action, or thing.
<a href="#">TH.1.S.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., pantomime, voice</p>
<a href="#">TH.1.O.1.1:</a>	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
<a href="#">LAFS.1.RL.1.2:</a>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Identify healthy behaviors.
<a href="#">HE.1.C.1.1:</a>	<p><b>Remarks/Examples:</b> Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.</p>
	Identify the critical elements of locomotor skills.
<a href="#">PE.1.C.2.1:</a>	<p><b>Remarks/Examples:</b> Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.</p>
	Identify safety rules and procedures for teacher-selected physical activities.
<a href="#">PE.1.C.2.2:</a>	<p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
	Name examples of warm-up and cool-down exercises.
<a href="#">PE.1.C.2.9:</a>	<p><b>Remarks/Examples:</b> An example of a warm-up exercise is an activity that gets your</p>

blood flowing. An example of a cool-down exercise is one that slows your heart rate.

[PE.1.R.6.2:](#) Identify feelings resulting from participation in physical activity.

[PE.1.R.6.3:](#) Identify the benefits of learning new movement skills.

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

## **Dance-Grade 2 (#5003030)**

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

**Course Number:** 5003030

**Abbreviated Title:** DANCE - GRADE 2

**Course Length:** Year (Y)

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

**Grade Level(s):** 2

### **VERSION DESCRIPTION**

Second-grade students in dance class establish use of the body through structured and unstructured movement, exploring the elements of dance through a variety of techniques, forms, and dance traditions. As they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, music, ideas, cultures, images, and technologies, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction fosters skills and knowledge that enable students to respond to dance in ways that facilitate creativity with artistic expression, self-discipline, and a connection to other content areas and cultures.

### **GENERAL NOTES**

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">DA.2.C.1.1:</a>	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., body, effort/energy, space, time, groups, solos, names of steps</p> </div>
<a href="#">DA.2.C.1.2:</a>	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.
<a href="#">DA.2.C.1.3:</a>	Express the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words.
<a href="#">DA.2.C.2.1:</a>	Decide which of two movements will express a desired result.
<a href="#">DA.2.C.3.1:</a>	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
<a href="#">DA.2.S.1.1:</a>	Demonstrate basic movement through kinesthetic exploration. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., stretch, collapse, sustain</p> </div>
<a href="#">DA.2.S.1.2:</a>	Explore dance sequences by creating and imitating images that move through space.
<a href="#">DA.2.S.1.3:</a>	Follow body-part initiation through space to increase kinesthetic awareness.
<a href="#">DA.2.S.2.1:</a>	Demonstrate focus and concentration while listening to instructions and observing others' movement.
<a href="#">DA.2.S.2.2:</a>	Demonstrate simple dance sequences to show memorization and presentation skills.
<a href="#">DA.2.S.2.3:</a>	Follow and repeat movement on opposite sides of the body.
<a href="#">DA.2.S.3.1:</a>	Replicate basic positions with clear body lines and correct alignment. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., lengthened torso, stretched legs, curved arms</p> </div>

	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.
<a href="#">DA.2.S.3.2:</a>	<b>Remarks/Examples:</b> e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach
	Repeat given movements to show coordination between body parts.
<a href="#">DA.2.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., skipping with arm movements, skips with turns, spotting head
<a href="#">DA.2.S.3.4:</a>	Maintain a demonstrated rhythm in time to musical accompaniment.
<a href="#">DA.2.S.3.5:</a>	Maintain balance in basic positions and in shifting weight through plie.
	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.
<a href="#">DA.2.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., body, action, space, time, energy, relationships
<a href="#">DA.2.O.1.2:</a>	Identify and practice specified procedures and etiquette in dance class and at performances.
	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.
<a href="#">DA.2.O.2.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, direction, level, quality of movement
<a href="#">DA.2.O.3.1:</a>	Use movement to interpret feelings, stories, pictures, and songs.
<a href="#">DA.2.O.3.2:</a>	Describe a dancer or dance piece using words, pictures, or movements.
<a href="#">DA.2.H.1.1:</a>	Perform a variety of dances to explore their origins, cultures, and themes.
<a href="#">DA.2.H.3.1:</a>	Create a dance phrase using numbers, shapes, and patterns.
<a href="#">DA.2.H.3.2:</a>	Describe connections between creating in dance and creating in other content areas.
<a href="#">DA.2.F.1.1:</a>	Create dances that interpret animals and storybook or other imagined characters.
<a href="#">DA.2.F.3.1:</a>	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
<a href="#">TH.2.F.1.1:</a>	Create and sustain a character inspired by a class reading or activity.
<a href="#">VA.2.S.1.3:</a>	Explore art from different time periods and cultures as sources for inspiration.

<a href="#">VA.2.H.1.2:</a>	Distinguish between appropriate and inappropriate audience behavior.
<a href="#">LAFS.2.RL.1.2:</a>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	Explain the ways that rules make the classroom, school, and community safer.
<a href="#">HE.2.C.2.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Walking not running, waiting your turn, and following traffic laws.</p> </div>
	Identify safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.2.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p> </div>
	Explain the importance of warm-up and cool-down activities.
<a href="#">PE.2.C.2.8:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of the importance for warm-up activities is the prevention of injuries.</p> </div>
<a href="#">PE.2.R.6.2:</a>	Discuss the relationship between skill competence and enjoyment.
<a href="#">PE.2.R.6.3:</a>	Identify ways to contribute as a member of a cooperative group.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance-Intermediate 1 (#5003040)**

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

**Course Number:** 5003040

**Abbreviated Title:** DANCE - INTERM 1

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5

### **VERSION DESCRIPTION**

Third-grade\* students in dance class apply knowledge of the basic elements and principles of dance through improvisation and structured practice of locomotor and non-locomotor patterns, steps, positions, and actions of the body requiring strength, coordination, and flexibility. The creative process facilitates aesthetic and affective progression, as well as an awareness of historical perspectives and contemporary ideas in the arts that enable students to identify connections between skills required in dance and skills required in other content areas.

### **GENERAL NOTES**

\* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">SC.3.P.10.2:</a>	Recognize that energy has the ability to cause motion or create change.
<a href="#">DA.3.C.1.1:</a>	Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.
<a href="#">DA.3.C.1.2:</a>	Learn movement quickly and accurately through application of learning strategies.  <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., associate words and mental images, create a narrative</div>
<a href="#">DA.3.C.1.3:</a>	Identify and demonstrate changes made in various elements of a movement piece.
<a href="#">DA.3.C.2.1:</a>	Apply knowledge of basic elements of dance to identify examples in a dance piece.
<a href="#">DA.3.C.2.2:</a>	Share and apply feedback to improve the quality of dance movement.
<a href="#">DA.3.C.3.1:</a>	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
<a href="#">DA.3.S.1.1:</a>	Create movement to express feelings, images, and stories.
<a href="#">DA.3.S.1.2:</a>	Respond to improvisation prompts, as an individual or in a group, to



	explore new ways to move.
<a href="#">DA.3.S.1.3:</a>	Explore positive and negative space to increase kinesthetic awareness.
<a href="#">DA.3.S.1.4:</a>	Create dance sequences, based on expanded, everyday gestures and/or movements.
<a href="#">DA.3.S.2.1:</a>	Explain why focus and cooperation are important in class and performance.
<a href="#">DA.3.S.2.2:</a>	Learn and repeat movement using observation and listening skills.
<a href="#">DA.3.S.2.3:</a>	Practice simple dance movements on both sides and facing in different directions.
	Use learning strategies to remember movement between classes and rehearsals.
<a href="#">DA.3.S.2.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., write down steps and corrections, draw floor patterns, verbalize</p> </div>
<a href="#">DA.3.S.3.1:</a>	Demonstrate appropriate posture with strength in the abdomen and length in the spine.
<a href="#">DA.3.S.3.2:</a>	Perform safe practice exercises for increasing strength, flexibility, and range of motion.
<a href="#">DA.3.S.3.3:</a>	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
<a href="#">DA.3.S.3.4:</a>	Identify and demonstrate an understanding of the elements of time.
<a href="#">DA.3.S.3.5:</a>	Maintain center line of balance in place, in transfer of weight, and while changing levels.
<a href="#">DA.3.S.3.6:</a>	Execute a movement sequence, in and through space, with a specific expression.
<a href="#">DA.3.S.3.7:</a>	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
	Relate how the elements of dance are applied in classwork to how they are used in dance pieces.
<a href="#">DA.3.O.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., body, action, space, time, energy, relationships</p> </div>
<a href="#">DA.3.O.1.2:</a>	Identify the procedures and structures common to dance classes.
<a href="#">DA.3.O.2.1:</a>	Select an element to change within a phrase and discuss the results.
<a href="#">DA.3.O.3.1:</a>	Translate words, pictures, or movements into dance to express ideas or feelings.
<a href="#">DA.3.O.3.2:</a>	Use accurate dance terminology to respond to and communicate about dance.
<a href="#">DA.3.O.3.3:</a>	Share, using accurate dance terminology, ways in which dance

	communicates its meaning to the audience.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., pantomime, gestures</p> </div>
<a href="#">DA.3.H.1.1:</a>	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
<a href="#">DA.3.H.2.1:</a>	Discuss the roles that dance has played in various social, cultural, and folk traditions.
<a href="#">DA.3.H.3.1:</a>	Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., language arts: essay-writing</p> </div>
<a href="#">DA.3.H.3.2:</a>	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
<a href="#">DA.3.F.1.1:</a>	Create dance pieces that interpret characters from stories, poems, and other literature sources.
<a href="#">DA.3.F.3.1:</a>	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
<a href="#">TH.3.C.2.2:</a>	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
<a href="#">VA.3.H.1.3:</a>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<a href="#">LAFS.3.L.3.6:</a>	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
	Describe healthy behaviors that affect personal health.
<a href="#">HE.3.C.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.</p> </div>
<a href="#">PE.3.M.1.10:</a>	Perform one dance accurately.

	<p><b>Remarks/Examples:</b> Some examples of dances are square, contra, step and social.</p>
<p><a href="#">PE.3.C.2.2:</a></p>	<p>Understand the importance of safety rules and procedures in all physical activities.</p> <p><b>Remarks/Examples:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.</p>
<p><a href="#">PE.3.R.6.1:</a></p>	<p>List personally challenging physical-activity experiences.</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-Intermediate 2 (#5003050)**

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

**Course Number:** 5003050

**Abbreviated Title:** DANCE - INTERM 2

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5

### **VERSION DESCRIPTION**

Fourth-grade\* students develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance, and explore why people of various cultures dance. The process provides students with opportunities to perform extended phrases and original and established compositions requiring strength, flexibility, a variety of rhythmical patterns, changes in direction, focus, and concentration. They also learn how to assess themselves and others constructively and respectfully.

### **GENERAL NOTES**

\* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students *on grade level* who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">DA.4.C.1.1:</a>	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat</p> </div>
<a href="#">DA.4.C.1.2:</a>	Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.
<a href="#">DA.4.C.1.3:</a>	Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.
<a href="#">DA.4.C.2.1:</a>	Apply knowledge of the basic elements of dance to suggest changes in a movement piece.
<a href="#">DA.4.C.2.2:</a>	Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.
<a href="#">DA.4.C.3.1:</a>	Evaluate a dance by examining how effectively two or more elements were used in the piece.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              e.g., body, space, time, energy/dynamics, relationships</p> </div>

<a href="#">DA.4.S.1.1:</a>	Create movement sequences that are personally meaningful and/or express an idea.
<a href="#">DA.4.S.1.2:</a>	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
<a href="#">DA.4.S.1.3:</a>	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
<a href="#">DA.4.S.1.4:</a>	Change isolations, level, direction, or tempo to explore movement choices.
<a href="#">DA.4.S.2.1:</a>	Display attention, cooperation, and focus during class and performance.
<a href="#">DA.4.S.2.2:</a>	Recall and perform movement in short sequences to improve memorization and speed of replication.
	<p><b>Remarks/Examples:</b> e.g., associate words and mental images, create a narrative</p>
<a href="#">DA.4.S.2.3:</a>	Replicate movement sequences on opposite sides of the body or in the opposite direction.
<a href="#">DA.4.S.2.4:</a>	Demonstrate application and memorization of corrections given by the teacher.
<a href="#">DA.4.S.3.1:</a>	Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition.
	<p><b>Remarks/Examples:</b> e.g., "spine is like a string of pearls"</p>
<a href="#">DA.4.S.3.2:</a>	Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.
<a href="#">DA.4.S.3.3:</a>	Practice weight shift and transitions through plie, elevation, pique, and chasse.
<a href="#">DA.4.S.3.4:</a>	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.
<a href="#">DA.4.S.3.5:</a>	Maintain center of balance in various positions.
<a href="#">DA.4.S.3.6:</a>	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.
<a href="#">DA.4.S.3.7:</a>	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.
<a href="#">DA.4.O.1.1:</a>	Describe how the elements of dance are used in class and in dance pieces.
	<p><b>Remarks/Examples:</b></p>

	e.g., body, action, space, time, energy, relationships
<a href="#">DA.4.O.1.2:</a>	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.
<a href="#">DA.4.O.1.3:</a>	Investigate the positions, initiations, and movements within a given step.
<a href="#">DA.4.O.2.1:</a>	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.
<a href="#">DA.4.O.2.2:</a>	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.
<a href="#">DA.4.O.3.1:</a>	Express ideas through movements, steps, and gestures.
<a href="#">DA.4.O.3.2:</a>	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.
<a href="#">DA.4.O.3.3:</a>	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.
<a href="#">DA.4.H.1.1:</a>	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
<a href="#">DA.4.H.1.2:</a>	Discuss why people of various ages and cultures dance and how they benefit from doing so.
<a href="#">DA.4.H.2.1:</a>	Identify and examine important figures, historical events, and trends that have helped shape dance.
<a href="#">DA.4.H.3.1:</a>	Create a dance with student-selected components from other content areas and/or personal interests.
<a href="#">DA.4.H.3.2:</a>	Use improvisation and movement studies to explore concepts from other content areas.
	<b>Remarks/Examples:</b> e.g., science, math, reading, history
<a href="#">DA.4.H.3.3:</a>	Describe how dance and music can each be used to interpret and support the other.
	Collaborate with others to create dance pieces that show innovative movement options.
<a href="#">DA.4.F.1.1:</a>	<b>Remarks/Examples:</b> e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history
<a href="#">DA.4.F.2.1:</a>	Describe the various roles and responsibilities associated with careers in dance.
	<b>Remarks/Examples:</b> e.g., choreographer, dancer, teacher

<a href="#">DA.4.F.3.1:</a>	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
<a href="#">TH.4.C.2.1:</a>	Provide a verbal critique to help strengthen a peer's performance.
<a href="#">TH.4.C.2.2:</a>	Reflect on the strengths and needs of one's own performance.
<a href="#">TH.4.S.1.1:</a>	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
<a href="#">LAFS.4.W.3.7:</a>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.4.SL.1.3:</a>	Identify the reasons and evidence a speaker provides to support particular points.
<a href="#">HE.4.C.1.4:</a>	Describe ways to prevent common childhood injuries and health problems. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.</p> </div>
<a href="#">PE.4.M.1.10:</a>	Perform two or more dances accurately. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  Some examples of dances are line, square, contra, folk, step and social.</p> </div>
<a href="#">PE.4.C.2.2:</a>	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p> </div>
<a href="#">PE.4.R.6.1:</a>	Discuss how physical activity can be a positive opportunity for social and group interaction.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Dance - Intermediate 3 (#5003060)**

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

**Course Number:** 5003060

**Abbreviated Title:** DANCE - INTERM 3

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5

### **VERSION DESCRIPTION**

Fifth-grade\* students learn to classify, create, and replicate extended dance phrases and original and established compositions requiring concentration, strength, agility, creative risk-taking, use of technology, and knowledge of cultural tradition in at least two dance forms to cultivate a personal definition of and appreciation for dance. They develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance in various cultures, and learn how to critique dance performance constructively and with respect based on established and student-created criteria.

### **GENERAL NOTES**

\* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students *on grade level* who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">DA.5.C.1.1:</a>	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.
<a href="#">DA.5.C.1.2:</a>	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.  <b>Remarks/Examples:</b> e.g., observe, imitate, apply musical cues
<a href="#">DA.5.C.1.3:</a>	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
<a href="#">DA.5.C.2.1:</a>	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
<a href="#">DA.5.C.2.2:</a>	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
<a href="#">DA.5.C.3.1:</a>	Critique a dance piece using established criteria.  <b>Remarks/Examples:</b> e.g., provide positive feedback in a safe environment, use a

	rubric
<a href="#">DA.5.S.1.1:</a>	Apply choreographic principles to create dance steps or sequences.
	Demonstrate dynamic changes in response to one or more sources.
<a href="#">DA.5.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., music, drum beat, poetry
<a href="#">DA.5.S.1.3:</a>	Manipulate given elements of a phrase to produce variations and expand movement choices.
	Use kinesthetic awareness to respond to shared movement with one or more dancers.
<a href="#">DA.5.S.1.4:</a>	<b>Remarks/Examples:</b> e.g., counter-balance, mirroring, unison
<a href="#">DA.5.S.2.1:</a>	Demonstrate the ability to focus and maintain presence during dance classes and performances.
<a href="#">DA.5.S.2.2:</a>	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
<a href="#">DA.5.S.2.3:</a>	Follow and repeat movement on the opposite side of the body or in reverse order.
<a href="#">DA.5.S.2.4:</a>	Adapt and apply ensemble corrections to personal work.
<a href="#">DA.5.S.3.1:</a>	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.
<a href="#">DA.5.S.3.2:</a>	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.
<a href="#">DA.5.S.3.3:</a>	Practice shifting weight from one leg to another using space and various levels and shapes.
	Perform a phrase that uses complex changes in rhythms and meters.
<a href="#">DA.5.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., 2/4 to 3/4, 3/4 to 6/8
<a href="#">DA.5.S.3.5:</a>	Apply understanding of support, weight placement, and center of gravity to attain balance.
<a href="#">DA.5.S.3.6:</a>	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.
<a href="#">DA.5.S.3.7:</a>	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.
<a href="#">DA.5.S.3.8:</a>	Explore the use of sagittal, vertical, and horizontal line.
<a href="#">DA.5.O.1.1:</a>	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.

<a href="#">DA.5.O.1.2:</a>	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.
<a href="#">DA.5.O.1.3:</a>	Identify and explain the positions and movements within a given step or combination.
<a href="#">DA.5.O.2.1:</a>	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
<a href="#">DA.5.O.2.2:</a>	Identify ways in which dance innovators contributed to new directions in the art form.
<a href="#">DA.5.O.3.1:</a>	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
<a href="#">DA.5.O.3.2:</a>	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.
<a href="#">DA.5.O.3.3:</a>	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.
<a href="#">DA.5.H.1.1:</a>	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
<a href="#">DA.5.H.1.2:</a>	Describe the dances, music, and authentic costumes from specified world cultures.
<a href="#">DA.5.H.2.1:</a>	Describe historical developments and the continuing evolution of various dance forms.
<a href="#">DA.5.H.2.2:</a>	Classify a dance performance or repertoire piece by origin, genre, or period. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., African, Asian, Indian, ballet, folk, modern, tap</p> </div>
<a href="#">DA.5.H.3.1:</a>	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., music, theatre, visual art</p> </div>
<a href="#">DA.5.H.3.2:</a>	Demonstrate how math and science concepts may be used in dance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations</p> </div>
<a href="#">DA.5.H.3.3:</a>	Describe how the self-discipline required in dance training can be applied to other areas of study.
<a href="#">DA.5.H.3.4:</a>	Perform a movement study based on a personal interpretation of a work of art.

<a href="#">DA.5.H.3.5:</a>	Identify the use of world languages in various dance genres.
<a href="#">DA.5.F.1.1:</a>	Evaluate the effectiveness of combining other works of art with specified works of dance. <b>Remarks/Examples:</b> e.g., music, literature, information media
<a href="#">DA.5.F.1.2:</a>	Evaluate the impact of technology on a specified work of dance. <b>Remarks/Examples:</b> e.g., video, projections
<a href="#">DA.5.F.1.3:</a>	Incorporate creative risk-taking when improvising or developing a dance phrase.
<a href="#">DA.5.F.2.1:</a>	Identify dance and dance-related businesses in the community and describe their impact. <b>Remarks/Examples:</b> e.g., public service, cross-cultural connections, economic impact, enrichment
<a href="#">DA.5.F.3.1:</a>	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
<a href="#">TH.5.S.3.1:</a>	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. <b>Remarks/Examples:</b> e.g., breath control, diction, concentration, control of isolated body parts
<a href="#">TH.5.H.1.2:</a>	Participate in a performance to explore and celebrate a variety of human experiences.
<a href="#">LAFS.5.W.3.7:</a>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">LAFS.5.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects</i> ,

	<i>registers</i> ) used in stories, dramas, or poems.
<a href="#">HE.5.C.1.4:</a>	<p>Compare ways to prevent common childhood injuries and health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p> </div>
<a href="#">PE.5.M.1.10:</a>	<p>Perform a variety of dances accurately.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Some examples of dances are line, square, contra, folk, step and social.</p> </div>
<a href="#">PE.5.R.6.1:</a>	Describe how participation in physical activity is a source of self-expression and meaning.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Dance 3 and Career Planning (#0300025)**

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

**Course Number:** 0300025

**Abbreviated Title:** M/J DANCE 3 CAR PLAN

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. They study works of historical significance and make multidisciplinary connections to create new works inspired by environmental, social, cultural, and current events, employ dance as a healthy life skill, and use dance terminology to describe the expressive and aesthetic qualities of performance. In parallel with their learning opportunities in dance, students investigate careers in a wide variety of fields. 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

### **GENERAL NOTES**

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

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**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="#">HE.7.C.2.7:</a>	Evaluate how changes in social norms impact healthy and unhealthy behavior.



	<p><b>Remarks/Examples:</b> Some examples may include secondhand smoke, menu items at restaurants, anti-bullying behavior.</p>
<a href="#">PE.6.M.1.11:</a>	Apply proper warm-up and cool-down techniques.
<a href="#">DA.68.C.1.1:</a>	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
<a href="#">DA.68.C.1.2:</a>	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.
	<p><b>Remarks/Examples:</b> e.g., in a classroom, master class, rehearsal, audition</p>
<a href="#">DA.68.C.1.4:</a>	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
<a href="#">DA.68.C.2.1:</a>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<a href="#">DA.68.C.2.2:</a>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
	<p><b>Remarks/Examples:</b> e.g., self, peer, teacher</p>
<a href="#">DA.68.C.3.1:</a>	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
<a href="#">DA.68.C.3.2:</a>	Evaluate key elements observed in historically significant, exemplary works of dance.
<a href="#">DA.68.S.1.2:</a>	Experiment with improvisational exercises to develop creative risk-taking capacities.
<a href="#">DA.68.S.1.4:</a>	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.
	<p><b>Remarks/Examples:</b> e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p>
<a href="#">DA.68.S.2.1:</a>	Sustain focused attention, respect, and discipline during classes and performances.
<a href="#">DA.68.S.2.2:</a>	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
<a href="#">DA.68.S.2.4:</a>	Transfer corrections or concepts from the execution of one class exercise to another.

	<p><b>Remarks/Examples:</b> e.g., rotation of the leg in plié to rotation of the leg in tendu</p>
	Rehearse to improve the performance quality of dance pieces.
<a href="#">DA.68.S.2.5:</a>	<p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement</p>
<a href="#">DA.68.S.3.1:</a>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<a href="#">DA.68.S.3.2:</a>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
	Apply the mechanics of movement transitions and weight changes.
<a href="#">DA.68.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., body-part initiation, pelvic shift, fall and recovery</p>
	Perform, using dance technique, with musical accuracy and expression.
<a href="#">DA.68.S.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., on the counts, fill the music</p>
<a href="#">DA.68.S.3.5:</a>	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
<a href="#">DA.68.S.3.7:</a>	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
<a href="#">DA.68.S.3.8:</a>	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
<a href="#">DA.68.O.1.2:</a>	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
<a href="#">DA.68.O.1.5:</a>	<p><b>Remarks/Examples:</b> e.g., body, energy/effort, space, time, relationships</p>
<a href="#">DA.68.O.2.1:</a>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
	Research existing methods of recording or documenting dance as a way of sharing and preserving it.
<a href="#">DA.68.O.3.4:</a>	<p><b>Remarks/Examples:</b></p>

	e.g., Labanotation, Life Forms, film, video
<a href="#">DA.68.O.3.5:</a>	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
<a href="#">DA.68.H.1.2:</a>	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
<a href="#">DA.68.H.1.3:</a>	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.  <b>Remarks/Examples:</b> e.g., production design, costume design, performance recordings, music licensing
<a href="#">DA.68.H.2.2:</a>	Compare the roles of dance in various cultures.  <b>Remarks/Examples:</b> e.g., celebratory, storytelling, social, spiritual
<a href="#">DA.68.H.3.1:</a>	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
<a href="#">DA.68.H.3.3:</a>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
<a href="#">DA.68.H.3.4:</a>	Create or perform a dance piece using ideas and principles common to dance and another art form.
<a href="#">DA.68.H.3.5:</a>	Practice using world languages and accurate dance terminology suitable to each dance genre.
<a href="#">DA.68.F.1.3:</a>	Practice creative risk-taking through dance improvisation and performance.
<a href="#">DA.68.F.2.1:</a>	Explain the roles of dance production personnel.  <b>Remarks/Examples:</b> e.g., choreographer, producer, stage manager, ticket sales
<a href="#">DA.68.F.3.3:</a>	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.  <b>Remarks/Examples:</b> e.g., attire, etiquette, professional presentation, technique, conditioning
<a href="#">DA.68.F.3.4:</a>	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
<a href="#">DA.68.F.3.5:</a>	Describe basic functions of skeletal and muscular systems.
<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.7.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>
<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.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#">PE.6.C.2.14:</a>	List terminology and etiquette in educational gymnastics or dance.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Dance Celebration for Students of Mixed Mobilities (#0300090)**

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

**Course Number:** 0300090

**Abbreviated Title:** M/J DANCE MIX MOBIL

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

This course is for students of upright or seated mobilities who would like to study Modern Dance as an art form. As students explore and build dance techniques and expressive qualities, they work independently and collaboratively to find creative adaptations to fit their own personal mobilities and that of the group as a whole. 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.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="#">DA.68.C.1.1:</a>	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
<a href="#">DA.68.C.1.4:</a>	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
<a href="#">DA.68.C.2.1:</a>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<a href="#">DA.68.C.2.2:</a>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one’s work.  <div style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>              e.g., self, peer, teacher           </div>
<a href="#">DA.68.C.3.1:</a>	Analyze an artist’s work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
<a href="#">DA.68.S.1.2:</a>	Experiment with improvisational exercises to develop creative risk-taking capacities.
<a href="#">DA.68.S.1.3:</a>	Analyze the possibilities and limitations of the body through short dance sequences.  <div style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>              e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)           </div>
<a href="#">DA.68.S.1.4:</a>	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.

	<p><b>Remarks/Examples:</b> e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p>
<a href="#">DA.68.S.2.1:</a>	Sustain focused attention, respect, and discipline during classes and performances.
<a href="#">DA.68.S.2.2:</a>	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
	Transfer corrections or concepts from the execution of one class exercise to another.
<a href="#">DA.68.S.2.4:</a>	<p><b>Remarks/Examples:</b> e.g., rotation of the leg in plié to rotation of the leg in tendu</p>
	Rehearse to improve the performance quality of dance pieces.
<a href="#">DA.68.S.2.5:</a>	<p><b>Remarks/Examples:</b> e.g., repetition, revision, refinement</p>
<a href="#">DA.68.S.3.1:</a>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<a href="#">DA.68.S.3.2:</a>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
	Apply the mechanics of movement transitions and weight changes.
<a href="#">DA.68.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., body-part initiation, pelvic shift, fall and recovery</p>
<a href="#">DA.68.S.3.4:</a>	Perform, using dance technique, with musical accuracy and expression.
	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
<a href="#">DA.68.S.3.6:</a>	<p><b>Remarks/Examples:</b> e.g., resistance, energy, time, focus</p>
<a href="#">DA.68.S.3.7:</a>	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
<a href="#">DA.68.S.3.8:</a>	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
<a href="#">DA.68.O.1.2:</a>	Demonstrate, without prompting, procedures expected in class,

	rehearsal, and performance with independence.	
<a href="#">DA.68.O.1.3:</a>	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.	
<a href="#">DA.68.O.1.5:</a>	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., body, energy/effort, space, time, relationships</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., body, energy/effort, space, time, relationships</p>
<p><b>Remarks/Examples:</b> e.g., body, energy/effort, space, time, relationships</p>		
<a href="#">DA.68.O.2.1:</a>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.	
<a href="#">DA.68.O.2.3:</a>	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.	
<a href="#">DA.68.O.3.1:</a>	Express concrete and abstract concepts through dance.	
<a href="#">DA.68.O.3.5:</a>	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.	
<a href="#">DA.68.H.1.3:</a>	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., production design, costume design, performance recordings, music licensing</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., production design, costume design, performance recordings, music licensing</p>
<p><b>Remarks/Examples:</b> e.g., production design, costume design, performance recordings, music licensing</p>		
<a href="#">DA.68.H.2.3:</a>	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.	
<a href="#">DA.68.H.3.1:</a>	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.	
<a href="#">DA.68.H.3.3:</a>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.	
<a href="#">DA.68.H.3.5:</a>	Practice using world languages and accurate dance terminology suitable to each dance genre.	
<a href="#">DA.68.F.1.1:</a>	Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus</p>
<p><b>Remarks/Examples:</b> e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus</p>		
<a href="#">DA.68.F.1.3:</a>	Practice creative risk-taking through dance improvisation and performance.	
<a href="#">DA.68.F.2.2:</a>	Identify local or regional resources to understand their importance	



	to dancers.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., private dance studios, scholarships, dance companies</p> </div>
<a href="#">DA.68.F.3.1:</a>	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
<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.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.
	Describe ways to reduce or prevent injuries and adolescent health problems.
<a href="#">HE.7.C.1.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p> </div>
<a href="#">PE.6.C.2.14:</a>	List terminology and etiquette in educational gymnastics or dance.
<a href="#">PE.6.M.1.11:</a>	Apply proper warm-up and cool-down techniques.
<a href="#">PE.8.M.1.4:</a>	Apply principles of biomechanics necessary for safe and successful performance.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Dance Techniques 4 Honors (#0300334)**

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

**Course Number:** 0300334

**Abbreviated Title:** DANCE TECHNQS 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 in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

### **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. Students who enjoy the challenges and successes of this course may wish to take an accelerated dance 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.2.5:</a>	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.
<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 1245 1369 1409" 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 1528 1369 1661" 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.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 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>	<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 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.1.2:</a>	Generate choreographic ideas through improvisation and physical brainstorming.
<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.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>	<p>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	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.
	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>
<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.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>
<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>	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></p>

	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.2.1:</a>	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. <b>Remarks/Examples:</b> e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
<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.2.3:</a>	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. <b>Remarks/Examples:</b> e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
<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.3.3:</a>	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance

	vocabulary.
<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., notes, video, Labanotation</p> </div>
<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., stage directions, lighting, equipment</p> </div>
<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.1.6:</a>	<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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Swan Lake, Serenade, West Side Story, Revelations</p> </div>
<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>	<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.

<p><a href="#">DA.912.H.3.4:</a></p>	<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>
<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.1.1:</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.1.3:</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.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.3.10:</a></p>	<p>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</p>
<p><a href="#">DA.912.F.3.2:</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.3.6:</a></p>	<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>
<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="#">TH.912.C.2.7:</a></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</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.F.3.7:</a></p>	<p>Use social networking or other communication technology appropriately to advertise for a production or school event.</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</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="#">HE.912.C.1.1:</a>	Predict how healthy behaviors can affect health status. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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>	Propose strategies to reduce or prevent injuries and health problems. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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>	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.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>	Perform advanced dance sequences from a variety of dances accurately. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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.

## **Theatre - Grade Kindergarten (#5010200)**

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

**Course Number:** 5010200

**Abbreviated Title:** THEATRE - GRADE K

**Course Length:** Year (Y)

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

**Grade Level(s):** K

### **VERSION DESCRIPTION**

Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between "real" and "pretend." During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

### **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 class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">DA.K.S.1.1:</a>	Discover movement through exploration, creativity, and imitation. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Remarks/Examples:</b>            e.g., use of space, tempo, level, direction         </div>
<a href="#">MU.K.C.1.4:</a>	Identify singing, speaking, and whispering voices.
<a href="#">MU.K.C.2.1:</a>	Identify similarities and/or differences in a performance.
<a href="#">TH.K.C.1.1:</a>	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
<a href="#">TH.K.C.2.1:</a>	Respond to a performance and share personal preferences about parts of the performance.
<a href="#">TH.K.C.3.1:</a>	Recognize that individuals may like different things about a selected story or play.
<a href="#">TH.K.C.3.2:</a>	Share reactions to a live theatre performance. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Remarks/Examples:</b>            e.g., formal or informal in classroom         </div>
<a href="#">TH.K.S.1.1:</a>	Demonstrate appropriate audience behavior at a live performance. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Remarks/Examples:</b>            e.g., listen quietly, applaud         </div>
<a href="#">TH.K.S.1.2:</a>	Describe play-acting, pretending, and real life.

<a href="#">TH.K.S.1.3:</a>	Describe personal preferences related to a performance.
<a href="#">TH.K.S.2.1:</a>	Pretend to be a character from a given story.
<a href="#">TH.K.S.3.1:</a>	Use imagination to show a person at work, using the body and voice to communicate ideas.
<a href="#">TH.K.S.3.2:</a>	Describe the concept of beginning, middle, and ending in stories using dramatic play.
<a href="#">TH.K.S.3.3:</a>	Demonstrate use of the stage space using dramatic play.
<a href="#">TH.K.O.1.1:</a>	Share opinions about a story with classmates.
	Draw a picture of a favorite scene from a play.
<a href="#">TH.K.O.2.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., character, costume, set piece</p> </div>
<a href="#">TH.K.O.3.1:</a>	Compare a story that is read to one that is acted out.
<a href="#">TH.K.H.2.1:</a>	Identify how the elements of place and time can change a story.
	Describe feelings related to watching a play.
<a href="#">TH.K.H.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., happy, sad, surprised, scared</p> </div>
	Pretend to be an animal by imitating its movements and sounds.
<a href="#">TH.K.F.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., walking, eating, hunting, growling, grunting, roaring</p> </div>
	Exhibit age-appropriate dramatic play behaviors.
<a href="#">TH.K.F.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., using imagination, leading and following, following directions</p> </div>
<a href="#">LAFS.K.RL.1.2:</a>	With prompting and support, retell familiar stories, including key details.
<a href="#">LAFS.K.RL.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">HE.K.B.5.3:</a>	Recognize the consequences of not following rules/practices when making healthy and safe decisions.

	<b>Remarks/Examples:</b> Injury to self and/or others.
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Theatre - Grade 1 (#5010210)**

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

**Course Number:** 5010210

**Abbreviated Title:** THEATRE - GRADE 1

**Course Length:** Year (Y)

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

**Grade Level(s):** 1

### **VERSION DESCRIPTION**

First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.

### **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 class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">SC.1.P.12.1:</a>	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
<a href="#">DA.1.S.1.2:</a>	Explore how body parts move by using imitation and imagery. <b>Remarks/Examples:</b> e.g., elbow circles: turn a crank; flex/point: gas peddle
<a href="#">TH.1.C.1.1:</a>	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
<a href="#">TH.1.C.1.2:</a>	Draw a picture from a favorite story and share with the class why the scene was important to the story.
<a href="#">TH.1.C.2.1:</a>	Discuss what worked well and what didn't work well after acting out a story.
<a href="#">TH.1.C.2.2:</a>	Identify elements of an effective performance.
<a href="#">TH.1.C.3.1:</a>	Share opinions about selected plays.
<a href="#">TH.1.S.1.1:</a>	Exhibit appropriate audience etiquette and response.
<a href="#">TH.1.S.1.2:</a>	Demonstrate the differences between play-acting, pretending, and real life.
<a href="#">TH.1.S.1.3:</a>	Explain personal preferences related to a performance.

<a href="#">TH.1.S.2.1:</a>	Collaborate with others to present scenes from familiar stories.	
	Use simple acting techniques to portray a person, place, action, or thing.	
<a href="#">TH.1.S.3.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., pantomime, voice</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., pantomime, voice</p>
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<a href="#">TH.1.S.3.2:</a>	Describe characters and plot development discovered during dramatic play.	
<a href="#">TH.1.S.3.3:</a>	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.	
<a href="#">TH.1.O.1.1:</a>	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.	
<a href="#">TH.1.O.2.1:</a>	Describe in words or by drawing a picture, the most exciting part in the story line of a play.	
<a href="#">TH.1.O.3.1:</a>	Compare a play to an animated movie that tells the same story.	
<a href="#">TH.1.H.1.1:</a>	Identify characters in stories from various cultures.	
	Describe how people respond to special events in the community.	
<a href="#">TH.1.H.1.2:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., sporting event, graduation, surprise party, wedding</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., sporting event, graduation, surprise party, wedding</p>
<p><b>Remarks/Examples:</b> e.g., sporting event, graduation, surprise party, wedding</p>		
<a href="#">TH.1.H.2.1:</a>	Re-tell a story, demonstrating respect, from a culture other than one's own.	
	Identify similarities between plays and stories.	
<a href="#">TH.1.H.3.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., characters, settings, costumes</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., characters, settings, costumes</p>
<p><b>Remarks/Examples:</b> e.g., characters, settings, costumes</p>		
	Pretend to be an animal or person living in an imagined place.	
<a href="#">TH.1.F.1.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., farm, zoo, jungle, house, circus, city, moon</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., farm, zoo, jungle, house, circus, city, moon</p>
<p><b>Remarks/Examples:</b> e.g., farm, zoo, jungle, house, circus, city, moon</p>		
<a href="#">TH.1.F.3.1:</a>	Describe and discuss how to work together as actors.	
<a href="#">LAFS.1.RL.1.2:</a>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<a href="#">LAFS.1.RI.2.4:</a>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
<a href="#">LAFS.1.W.1.3:</a>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or	

	information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<a href="#">HE.1.B.5.3:</a>	<p>Explain the consequences of not following rules/practices when making healthy and safe decisions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Tooth decay and environmental damage.</p> </div>
<a href="#">PE.1.R.6.3:</a>	Identify the benefits of learning new movement skills.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Theatre - Grade 2 (#5010220)**

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

**Course Number:** 5010220

**Abbreviated Title:** THEATRE - GRADE 2

**Course Length:** Year (Y)

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

**Grade Level(s):** 2

### **VERSION DESCRIPTION**

Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children's literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain sequential information and transfer that ability to other settings and content areas. Students' life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students' cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

### **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 class may include opportunities 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 Speaking and Listening standards are required content:**

- LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">DA.2.S.2.1:</a>	Demonstrate focus and concentration while listening to instructions and observing others' movement.
<a href="#">DA.2.O.3.1:</a>	Use movement to interpret feelings, stories, pictures, and songs.
<a href="#">DA.2.F.3.1:</a>	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
<a href="#">TH.2.C.1.1:</a>	Describe a character in a story and tell why the character is important to the story.
<a href="#">TH.2.C.1.2:</a>	Respond to a play by drawing and/or writing about a favorite aspect of it.
<a href="#">TH.2.C.2.1:</a>	Discuss the purpose of a critique.
<a href="#">TH.2.C.2.2:</a>	Describe how an actor in a play, musical, or film creates a character.
<a href="#">TH.2.C.3.1:</a>	Identify important characteristics to discuss when sharing opinions about theatre.
<a href="#">TH.2.S.1.1:</a>	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
<a href="#">TH.2.S.1.2:</a>	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.

<a href="#">TH.2.S.1.3:</a>	Explain, using specific examples, why some individuals may or may not like a particular performance.	
<a href="#">TH.2.S.2.1:</a>	Collaborate with others to perform a scene and solve challenges.	
	Create imagined characters, relationships, and environments using basic acting skills.	
<a href="#">TH.2.S.3.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., sensory recall, concentration, pantomime, vocal improvisation</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., sensory recall, concentration, pantomime, vocal improvisation</p>
<p><b>Remarks/Examples:</b> e.g., sensory recall, concentration, pantomime, vocal improvisation</p>		
<a href="#">TH.2.S.3.2:</a>	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.	
<a href="#">TH.2.S.3.3:</a>	Create the stage space to communicate character and action in specific locales.	
<a href="#">TH.2.O.1.1:</a>	Compare the differences between reading a story and seeing it as a play.	
<a href="#">TH.2.O.1.2:</a>	Explain the difference between the stage, backstage, and audience areas.	
<a href="#">TH.2.O.2.1:</a>	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.	
	Identify theatrical elements and vocabulary found in everyday life.	
<a href="#">TH.2.O.3.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., listening, watching, costumes</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., listening, watching, costumes</p>
<p><b>Remarks/Examples:</b> e.g., listening, watching, costumes</p>		
<a href="#">TH.2.H.1.2:</a>	Explain how to respond as an audience member in a different way, depending on the style of performance.	
<a href="#">TH.2.H.2.1:</a>	Identify universal characters in stories from different cultures.	
<a href="#">TH.2.H.3.1:</a>	Create dialogue for characters from a story.	
<a href="#">TH.2.F.1.1:</a>	Create and sustain a character inspired by a class reading or activity.	
	Identify the jobs people can have in a theater.	
<a href="#">TH.2.F.2.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., actor, director, playwright, technician</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., actor, director, playwright, technician</p>
<p><b>Remarks/Examples:</b> e.g., actor, director, playwright, technician</p>		
	Identify what was successful about a collaborative theatre activity.	
<a href="#">TH.2.F.3.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., take turns, share, be a good listener</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., take turns, share, be a good listener</p>
<p><b>Remarks/Examples:</b> e.g., take turns, share, be a good listener</p>		
<a href="#">LAFS.2.RL.2.6:</a>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
<a href="#">LAFS.2.W.1.3:</a>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions,	

	thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<a href="#">HE.2.B.5.3:</a>	Compare the consequences of not following rules/practices when making healthy and safe decisions. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> Negative emotions, accidents, injuries, and pollution.</p> </div>
<a href="#">PE.2.C.2.2:</a>	Identify safety rules and procedures for selected physical activities. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p> </div>
<a href="#">PE.2.R.6.2:</a>	Discuss the relationship between skill competence and enjoyment.
<a href="#">PE.2.R.6.3:</a>	Identify ways to contribute as a member of a cooperative group.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Theatre - Intermediate 1 (#5010230)**

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

**Course Number:** 5010230

**Abbreviated Title:** THEATRE-INTERM 1

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5

### **VERSION DESCRIPTION**

Third-grade\* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children's literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers' Theatre may be introduced at this level, contributing to students' vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

### **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.

\* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.



- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.

**Special Note:** This class may include opportunities 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 Language Arts standards are required content:**

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.3.SL.1.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Name	Description
<a href="#">DA.3.S.1.1:</a>	Create movement to express feelings, images, and stories.
<a href="#">DA.3.S.1.2:</a>	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
<a href="#">DA.3.S.1.3:</a>	Explore positive and negative space to increase kinesthetic awareness.
<a href="#">DA.3.F.3.1:</a>	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
<a href="#">TH.3.C.1.1:</a>	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
<a href="#">TH.3.C.1.2:</a>	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
<a href="#">TH.3.C.2.1:</a>	Revise a formal or informal performance after receiving a critique.
<a href="#">TH.3.C.2.2:</a>	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
<a href="#">TH.3.C.3.1:</a>	Discuss the techniques that help create an effective theatre work.
<a href="#">TH.3.S.1.1:</a>	Demonstrate effective audience etiquette and constructive criticism for a live performance.
<a href="#">TH.3.S.1.2:</a>	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
<a href="#">TH.3.S.1.3:</a>	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
<a href="#">TH.3.S.2.1:</a>	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
<a href="#">TH.3.S.3.1:</a>	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
	<div data-bbox="505 1373 1365 1535" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., breath control, diction, concentration, control of isolated body parts</p> </div>
<a href="#">TH.3.S.3.2:</a>	Use information gained from research to shape the creation of a character.
	<div data-bbox="505 1619 1365 1745" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., print and non-print sources</p> </div>
<a href="#">TH.3.S.3.3:</a>	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
<a href="#">TH.3.S.3.4:</a>	Describe the relationships between scenery, properties, lighting,

	sound, costumes, and makeup in dramatic scenes and informal play productions.
<a href="#">TH.3.O.1.1:</a>	Describe how an actor creates a character. <b>Remarks/Examples:</b> e.g., research, memorization, rehearsal process, warm-up, performance
<a href="#">TH.3.O.1.2:</a>	Discuss why costumes and makeup are used in a play.
<a href="#">TH.3.O.2.1:</a>	Describe what happened in a play, using age-appropriate theatre terminology. <b>Remarks/Examples:</b> e.g., plot, character
<a href="#">TH.3.O.2.2:</a>	Collaborate to create a collage to show the emotion(s) of a particular story or play.
<a href="#">TH.3.O.3.1:</a>	Compare the characteristics of theatre to television and movies.
<a href="#">TH.3.H.1.1:</a>	Understand how cultural differences are expressed through character, environment, and theme.
<a href="#">TH.3.H.1.2:</a>	Interview an adult and create a story from his or her life using any theatrical form. <b>Remarks/Examples:</b> e.g., pantomime, monologue, duet, ensemble scene
<a href="#">TH.3.H.2.1:</a>	Identify geographical or cultural origins of stories.
<a href="#">TH.3.H.2.2:</a>	Create and tell a story, fable, or tale.
<a href="#">TH.3.H.3.1:</a>	Identify interpersonal skills that are learned through participation in a play. <b>Remarks/Examples:</b> e.g., cooperation, listening, taking turns
<a href="#">TH.3.H.3.2:</a>	Discuss differences between stories that are presented in different modes or time periods. <b>Remarks/Examples:</b> e.g., live play, a reading, film
<a href="#">TH.3.H.3.3:</a>	Plan and perform a simple performance based on a theme from another content area.
<a href="#">TH.3.F.1.1:</a>	Create and/or collect appropriate props and costumes and use them to help tell a story.
<a href="#">TH.3.F.1.2:</a>	Arrange classroom furniture to create an environment for a story.

<a href="#">TH.3.F.2.1:</a>	Identify non-theatre professions that require the same skills as are used in theatre.
<a href="#">TH.3.F.3.1:</a>	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<a href="#">PE.3.C.2.2:</a>	Understand the importance of safety rules and procedures in all physical activities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.</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.3.RF.4.4b:</a>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<a href="#">LAFS.3.L.3.5a:</a>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

## **Theatre-Intermediate 2 (#5010240)**

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

**Course Number:** 5010240

**Abbreviated Title:** THEATRE-INTERM 2

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5

### **VERSION DESCRIPTION**

Fourth-grade\* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

### **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.

\* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Name	Description
<a href="#">SS.4.A.9.1:</a>	Utilize timelines to sequence key events in Florida history.
<a href="#">DA.4.S.2.1:</a>	Display attention, cooperation, and focus during class and performance.
<a href="#">DA.4.O.3.1:</a>	Express ideas through movements, steps, and gestures.
<a href="#">DA.4.F.3.1:</a>	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
<a href="#">TH.4.C.1.1:</a>	<p>Devise a story about an age-appropriate issue and explore different endings.</p> <div data-bbox="505 604 1365 730" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., strangers, healthy eating habits, bullying</p> </div>
<a href="#">TH.4.C.1.2:</a>	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
<a href="#">TH.4.C.2.1:</a>	Provide a verbal critique to help strengthen a peer's performance.
<a href="#">TH.4.C.2.2:</a>	Reflect on the strengths and needs of one's own performance.
<a href="#">TH.4.C.2.3:</a>	Describe the choices perceived in a peer's performance or design.
<a href="#">TH.4.C.3.1:</a>	<p>Identify the characteristics of an effective acting performance.</p> <div data-bbox="505 995 1365 1121" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Can I be seen? Can I be heard? Can I be understood?</p> </div>
<a href="#">TH.4.C.3.2:</a>	Create an original scene or monologue based on a historical event or person.
<a href="#">TH.4.C.3.3:</a>	Define the elements of a selected scene that create an effective presentation of an event or person.
<a href="#">TH.4.S.1.1:</a>	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
<a href="#">TH.4.S.1.2:</a>	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
<a href="#">TH.4.S.1.3:</a>	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
<a href="#">TH.4.S.2.1:</a>	Collaborate with others to share responsibilities for a production.
<a href="#">TH.4.S.3.1:</a>	<p>Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.</p> <div data-bbox="505 1688 1365 1856" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., breath control, diction, concentration, control of isolated body parts</p> </div>
<a href="#">TH.4.S.3.2:</a>	Use information gained from research to shape acting choices in a

	<p>simple, historically based scene.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., print and non-print sources</p> </div>
<a href="#">TH.4.S.3.3:</a>	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
<a href="#">TH.4.S.3.4:</a>	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
<a href="#">TH.4.O.1.1:</a>	Describe what a designer and director do to support the actor in creating a performance.
<a href="#">TH.4.O.1.2:</a>	<p>Identify common audience conventions used when viewing a play.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing</p> </div>
<a href="#">TH.4.O.2.1:</a>	Write a summary of dramatic events after reading or watching a play.
<a href="#">TH.4.O.2.2:</a>	Create a mask to show a comic or tragic character.
<a href="#">TH.4.O.3.1:</a>	Explain how theatre and its conventions are used to communicate ideas.
<a href="#">TH.4.O.3.2:</a>	Explore how theatre is used to understand different cultures.
<a href="#">TH.4.H.1.1:</a>	Re-create a famous character from Florida history.
<a href="#">TH.4.H.1.2:</a>	Define how a character might react to a new set of circumstances in a given story.
<a href="#">TH.4.H.1.3:</a>	<p>Identify playwrights whose lives or careers have a connection with Florida.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers</p> </div>
<a href="#">TH.4.H.2.1:</a>	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
<a href="#">TH.4.H.2.2:</a>	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
<a href="#">TH.4.H.3.1:</a>	Describe how individuals learn about themselves and others through theatre experiences.
<a href="#">TH.4.H.3.2:</a>	Compare a historical play with actual historical events.
<a href="#">TH.4.H.3.3:</a>	Create an original story after listening to music or viewing a work of art.
<a href="#">TH.4.F.1.2:</a>	Create sound and lighting effects to suggest the mood of a story.
<a href="#">TH.4.F.2.1:</a>	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances



	<p>or events.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., concert, dance performance, gallery opening, sports event, public speaker</p> </div>
<a href="#">TH.4.F.3.1:</a>	<p>Identify the leadership qualities of directors, actors, and/or technicians.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., punctuality, preparedness, dependability, self-discipline, problem-solving</p> </div>
<a href="#">LAFS.4.RL.1.2:</a>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<a href="#">LAFS.4.RL.1.3:</a>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.4.SL.1.3:</a>	Identify the reasons and evidence a speaker provides to support particular points.
<a href="#">PE.4.C.2.2:</a>	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</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.4.RF.4.4b:</a>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## **Theatre - Intermediate 3 (#5010250)**

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

**Course Number:** 5010250

**Abbreviated Title:** THEATRE-INTERM 3

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5

### **VERSION DESCRIPTION**

Fifth-grade\* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights' intent to guide acting choices, along with the craft of directing at a more advanced level. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate details of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

### **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.

\* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

**Special Note:** This class may include opportunities 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 Language Arts standards are required content:**

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.5.L.2.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Name	Description	
<a href="#">DA.5.O.3.1:</a>	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.	
<a href="#">MU.5.F.2.2:</a>	Explain why live performances are important to the career of the artist and the success of performance venues.	
<a href="#">TH.5.C.1.1:</a>	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.	
	<table border="1"> <tr> <td data-bbox="505 919 1367 1003"> <p><b>Remarks/Examples:</b> e.g., bullying, name-calling, cheating</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., bullying, name-calling, cheating</p>
<p><b>Remarks/Examples:</b> e.g., bullying, name-calling, cheating</p>		
<a href="#">TH.5.C.1.2:</a>	Create an original pantomime using instrumental music created or found to set the mood.	
<a href="#">TH.5.C.2.1:</a>	Change and strengthen one's own performance based on coaching from a director.	
<a href="#">TH.5.C.2.2:</a>	Write a self-critique of a performance.	
<a href="#">TH.5.C.2.3:</a>	Defend an artistic choice for a theatrical work.	
<a href="#">TH.5.C.2.4:</a>	Identify correct vocabulary used in a formal theatre critique.	
<a href="#">TH.5.C.3.1:</a>	Discuss alternate performance possibilities of the same character in the same play.	
<a href="#">TH.5.C.3.2:</a>	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.	
<a href="#">TH.5.C.3.3:</a>	Define the visual elements that must be conveyed dramatically to make a scene effective.	
<a href="#">TH.5.S.1.1:</a>	Describe the difference in responsibilities between being an audience member at live or recorded performances.	
<a href="#">TH.5.S.1.2:</a>	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.	
<a href="#">TH.5.S.1.3:</a>	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.	

<a href="#">TH.5.S.2.1:</a>	Collaborate with others to create productions and solve challenges.
<a href="#">TH.5.S.3.1:</a>	<p>Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., breath control, diction, concentration, control of isolated body parts</p> </div>
<a href="#">TH.5.S.3.2:</a>	<p>Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., print and non-print sources</p> </div>
<a href="#">TH.5.S.3.3:</a>	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
<a href="#">TH.5.S.3.4:</a>	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
<a href="#">TH.5.O.1.1:</a>	Explain an actor's choices in the creation of a character for a scene or play.
<a href="#">TH.5.O.1.2:</a>	Make a list of the types of props that might be found in a play.
<a href="#">TH.5.O.1.3:</a>	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
<a href="#">TH.5.O.2.1:</a>	Create a story board of the major events in a play.
<a href="#">TH.5.O.2.3:</a>	Predict the ending of a play or performance.
<a href="#">TH.5.O.2.4:</a>	Collaborate with others to develop and refine original scripts, and justify writing choices.
<a href="#">TH.5.O.3.1:</a>	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
<a href="#">TH.5.O.3.2:</a>	Explore how theatre can communicate universal truths across the boundaries of culture and language.
<a href="#">TH.5.H.1.1:</a>	Research and describe the context in which a specified playwright wrote a particular dramatic work.
<a href="#">TH.5.H.1.2:</a>	Participate in a performance to explore and celebrate a variety of human experiences.
<a href="#">TH.5.H.2.1:</a>	Recognize theatre works as a reflection of societal beliefs and values.
<a href="#">TH.5.H.2.2:</a>	<p>Identify types of early American theatre.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., melodrama, musical theatre</p> </div>
<a href="#">TH.5.H.3.1:</a>	Identify symbolism in a play that is found in other art forms.

	<p><b>Remarks/Examples:</b> e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict</p>
	Compare theatre to other modes of communication.
<a href="#">TH.5.H.3.2:</a>	<p><b>Remarks/Examples:</b> e.g., film, television, concerts, literature, visual art</p>
<a href="#">TH.5.H.3.3:</a>	Demonstrate how the use of movement and sound enhance the telling of a story.
	Act out a character learned about in another content area.
<a href="#">TH.5.H.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., science, history, literature, physical education, health</p>
<a href="#">TH.5.F.1.1:</a>	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.
<a href="#">TH.5.F.1.2:</a>	Create a new ending for a familiar story.
<a href="#">TH.5.F.1.3:</a>	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
<a href="#">TH.5.F.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants</p>
	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.
<a href="#">TH.5.F.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving</p>
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.5.RF.4.4b:</a>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.



## **Art – Grade Kindergarten (#5001010)**

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

**Course Number:** 5001010

**Abbreviated Title:** Art – GRADE K

**Course Length:** Year (Y)

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

**Grade Level(s):** K

### **VERSION DESCRIPTION**

Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** 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 Speaking and Listening standards are required content:**

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">SC.K.N.1.4:</a>	Observe and create a visual representation of an object which includes its major features.
<a href="#">SC.K.P.9.1:</a>	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
<a href="#">VA.K.C.1.1:</a>	Create and share personal works of art with others.
<a href="#">VA.K.C.2.1:</a>	Describe personal choices made in the creation of artwork.
<a href="#">VA.K.C.2.2:</a>	Identify media used by self or peers.
<a href="#">VA.K.S.1.1:</a>	Explore art processes and media to produce artworks. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint</p> </div>
<a href="#">VA.K.S.1.2:</a>	Produce artwork influenced by personal decisions and ideas.
<a href="#">VA.K.S.3.1:</a>	Develop artistic skills through the repeated use of tools, processes, and media. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>              e.g., media-specific techniques, eye-hand coordination, fine-motor skills</p> </div>
<a href="#">VA.K.S.3.2:</a>	Practice skills to develop craftsmanship.
<a href="#">VA.K.S.3.3:</a>	Handle art tools and media safely in the art room.
<a href="#">VA.K.O.1.1:</a>	Explore the placement of the structural elements of art in personal works of art.
<a href="#">VA.K.O.2.1:</a>	Generate ideas and images for artworks based on memory, imagination, and experiences.
<a href="#">VA.K.O.3.1:</a>	Create works of art to document experiences of self and community.
<a href="#">VA.K.H.1.1:</a>	Describe art from selected cultures and places.
<a href="#">VA.K.H.1.2:</a>	Follow directions for suitable behavior in an art audience.
<a href="#">VA.K.H.1.3:</a>	Explain how art-making can help people express ideas and feelings.

<a href="#">VA.K.H.2.1:</a>	Compare selected artworks from various cultures to find differences and similarities.	
	Explore everyday objects that have been designed and created by artists.	
<a href="#">VA.K.H.2.2:</a>	<table border="1"> <tr> <td><b>Remarks/Examples:</b> e.g., artwork, utilitarian objects</td> </tr> </table>	<b>Remarks/Examples:</b> e.g., artwork, utilitarian objects
<b>Remarks/Examples:</b> e.g., artwork, utilitarian objects		
<a href="#">VA.K.H.2.3:</a>	Describe where artwork is displayed in school or other places.	
	Express ideas related to non-art content areas through personal artworks.	
<a href="#">VA.K.H.3.1:</a>	<table border="1"> <tr> <td><b>Remarks/Examples:</b> e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics</td> </tr> </table>	<b>Remarks/Examples:</b> e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
<b>Remarks/Examples:</b> e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics		
<a href="#">VA.K.F.1.1:</a>	Experiment with art media for personal satisfaction and perceptual awareness.	
<a href="#">VA.K.F.1.2:</a>	Identify real and imaginary subject matter in works of art.	
<a href="#">VA.K.F.2.1:</a>	Describe where art ideas or products can be found in stores.	
<a href="#">VA.K.F.3.1:</a>	Create artwork that communicates an awareness of self as part of the community.	
<a href="#">MAFS.K.MD.1.2:</a>	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	
<a href="#">MAFS.K.G.1.1:</a>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	
<a href="#">MAFS.K.G.1.3:</a>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	
<a href="#">MAFS.K.G.2.4:</a>	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
<a href="#">LAFS.K.RL.1.2:</a>	With prompting and support, retell familiar stories, including key details.	
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

<a href="#">LAFS.K.SL.2.5:</a>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<a href="#">HE.K.B.5.3:</a>	Recognize the consequences of not following rules/practices when making healthy and safe decisions. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Injury to self and/or others.</div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Art - Grade 1 (#5001020)**

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

**Course Number:** 5001020

**Abbreviated Title:** Art - Grade 1

**Course Length:** Year (Y)

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

**Grade Level(s):** 1

### **VERSION DESCRIPTION**

Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.

### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** 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 Speaking and Listening standards are required content:**

LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">SC.1.L.14.1:</a>	Make observations of living things and their environment using the five senses.  <b>Remarks/Examples:</b> Integrate <a href="#">HE.1.C.1.6</a> . Emphasize the correct names of human body parts.
<a href="#">SS.1.A.2.1:</a>	Understand history tells the story of people and events of other times and places.
<a href="#">VA.1.C.1.1:</a>	Create and discuss works of art that convey personal interests.
<a href="#">VA.1.C.1.2:</a>	Gather clues to help interpret and reflect on works of art.
<a href="#">VA.1.C.2.1:</a>	Describe visual imagery used to complete artwork.
<a href="#">VA.1.C.2.2:</a>	Use various media or techniques to learn how changes affect the completed artwork.
<a href="#">VA.1.C.3.1:</a>	Identify vocabulary that is used in both visual art and other contexts.  <b>Remarks/Examples:</b> e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
<a href="#">VA.1.C.3.2:</a>	Distinguish between artwork, utilitarian objects, and objects from nature.
<a href="#">VA.1.S.1.1:</a>	Experiment with art processes and media to express ideas.  <b>Remarks/Examples:</b> e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
<a href="#">VA.1.S.1.2:</a>	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.  <b>Remarks/Examples:</b> e.g., media-specific techniques
<a href="#">VA.1.S.1.3:</a>	Create works of art to tell a personal story.

<a href="#">VA.1.S.1.4:</a>	Use accurate art vocabulary to communicate ideas about art.
<a href="#">VA.1.S.2.1:</a>	Practice correct use of tools with various art media, techniques, and processes.
<a href="#">VA.1.S.2.2:</a>	Describe the steps used in art production.
<a href="#">VA.1.S.3.1:</a>	Practice skills and techniques to create with two- and/or three-dimensional media. <b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
<a href="#">VA.1.S.3.2:</a>	Discuss the qualities of good craftsmanship.
<a href="#">VA.1.S.3.3:</a>	Demonstrate safety procedures for using art tools and materials.
<a href="#">VA.1.S.3.4:</a>	Identify and be respectful of artwork that belongs to others and represents their ideas. <b>Remarks/Examples:</b> e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
<a href="#">VA.1.O.1.1:</a>	Identify and use the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.1.O.2.1:</a>	Create imagery and symbols to express thoughts and feelings.
<a href="#">VA.1.O.3.1:</a>	Use personal symbols in artwork to document surroundings and community.
<a href="#">VA.1.H.1.1:</a>	Discuss how different works of art communicate information about a particular culture.
<a href="#">VA.1.H.1.2:</a>	Discuss suitable behavior expected of audience members. <b>Remarks/Examples:</b> e.g., museum visits, artist presentations, school programs, assemblies
<a href="#">VA.1.H.1.3:</a>	Describe ways in which artists use their work to share knowledge and life experiences.
<a href="#">VA.1.H.2.1:</a>	Compare artworks from different cultures, created over time, to identify differences in style and media.
<a href="#">VA.1.H.2.2:</a>	Identify objects of art that are used every day for utilitarian purposes. <b>Remarks/Examples:</b> e.g., plates, clothing, teapots
<a href="#">VA.1.H.2.3:</a>	Identify places in which artworks may be viewed by others. <b>Remarks/Examples:</b>

	e.g., museums, schools, businesses
<a href="#">VA.1.H.3.1:</a>	Identify connections between visual art and other content areas.  <b>Remarks/Examples:</b> e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
<a href="#">VA.1.F.1.1:</a>	Use various art media and real or imaginary choices to create artwork.
<a href="#">VA.1.F.1.2:</a>	Identify how classmates solve artistic problems.
<a href="#">VA.1.F.2.1:</a>	Explain how artists impact the appearance of items for sale in stores.
<a href="#">VA.1.F.3.1:</a>	Describe the use of art to share community information.
<a href="#">VA.1.F.3.2:</a>	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.  <b>Remarks/Examples:</b> e.g., set-up, clean-up, use of materials
<a href="#">MAFS.1.G.1.2:</a>	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
<a href="#">MAFS.1.G.1.3:</a>	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
<a href="#">LAFS.1.RL.1.2:</a>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<a href="#">LAFS.1.SL.2.5:</a>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<a href="#">HE.1.C.2.4:</a>	Recognize health consequences for not following rules.  <b>Remarks/Examples:</b> Injuries, arguments, hurt feelings, and pollution.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional

purposes within the school setting.



## **Art - Grade 2 (#5001030)**

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

**Course Number:** 5001030

**Abbreviated Title:** Art – Grade 2

**Course Length:** Year (Y)

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

**Grade Level(s):** 2

### **VERSION DESCRIPTION**

Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.

### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** 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 Speaking and Listening standards are required content:**

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">SC.2.N.1.5:</a>	<p>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <div data-bbox="505 835 1365 993" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.</p> </div>
<a href="#">VA.2.C.1.1:</a>	Use the art-making process to communicate personal interests and self-expression.
<a href="#">VA.2.C.1.2:</a>	Reflect on and discuss various possible meanings in works of art.
<a href="#">VA.2.C.2.1:</a>	Use appropriate decision-making skills to meet intended artistic objectives.
<a href="#">VA.2.C.2.2:</a>	<p>Identify skillful techniques used in works by peers and others.</p> <div data-bbox="505 1251 1365 1367" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., painting, drawing, clay, collage, printmaking techniques</p> </div>
<a href="#">VA.2.C.2.3:</a>	Use suggestions from others to modify the structural elements of art.
<a href="#">VA.2.C.3.1:</a>	Use accurate art vocabulary to identify connections among visual art and other contexts.
<a href="#">VA.2.C.3.2:</a>	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
<a href="#">VA.2.S.1.1:</a>	<p>Experiment with tools and techniques as part of art-making processes.</p> <div data-bbox="505 1703 1365 1818" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., brush for details, fiber, series of prints, mixed media, clay</p> </div>
<a href="#">VA.2.S.1.2:</a>	Use diverse resources to inspire expression of personal ideas and

	experiences in works of art.
	<b>Remarks/Examples:</b> e.g., media, new technology
<a href="#">VA.2.S.1.3:</a>	Explore art from different time periods and cultures as sources for inspiration.
<a href="#">VA.2.S.1.4:</a>	Use accurate art vocabulary to discuss art.
<a href="#">VA.2.S.2.1:</a>	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
<a href="#">VA.2.S.2.2:</a>	Follow sequential procedures focused on art production.
<a href="#">VA.2.S.3.1:</a>	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
	<b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
<a href="#">VA.2.S.3.2:</a>	Demonstrate growth in craftsmanship through purposeful practice.
	<b>Remarks/Examples:</b>
<a href="#">VA.2.S.3.3:</a>	Follow directions for safety procedures and explain their importance in the art room.
<a href="#">VA.2.S.3.4:</a>	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
	<b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.2.O.1.1:</a>	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
<a href="#">VA.2.O.2.1:</a>	Use personal experience to convey meaning or purpose in creating artworks.
<a href="#">VA.2.O.3.1:</a>	Create personally meaningful works of art to document and explain ideas about local and global communities.
<a href="#">VA.2.H.1.1:</a>	Identify examples in which artists have created works based on cultural and life experiences.
<a href="#">VA.2.H.1.2:</a>	Distinguish between appropriate and inappropriate audience behavior.
<a href="#">VA.2.H.2.1:</a>	Identify differences or similarities in artworks across time and culture.
<a href="#">VA.2.H.2.2:</a>	Identify objects from everyday life that have been designed and created using artistic skills.

	<p><b>Remarks/Examples:</b> e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings</p>
<a href="#">VA.2.H.2.3:</a>	Identify the physical features or characteristics of artworks displayed in the community.
<a href="#">VA.2.H.3.1:</a>	Describe connections made between creating with art ideas and creating with information from other content areas.
	<p><b>Remarks/Examples:</b> e.g., shapes and math, color mixing and science</p>
<a href="#">VA.2.F.1.1:</a>	Use imagination to create unique artwork incorporating personal ideas and selected media.
<a href="#">VA.2.F.1.2:</a>	Explore the advantages of having multiple solutions to solve an artistic problem.
<a href="#">VA.2.F.2.1:</a>	Identify work created by artists and designers.
	<p><b>Remarks/Examples:</b> e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters</p>
<a href="#">VA.2.F.3.1:</a>	Describe the use of art to promote events within the school or community.
<a href="#">VA.2.F.3.2:</a>	Work with peers to complete a task in art.
<a href="#">VA.2.F.3.3:</a>	Use time effectively while focused on art production to show early development of 21st-century skills.
<a href="#">MAFS.2.MD.1.1:</a>	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
<a href="#">MAFS.2.G.1.1:</a>	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<a href="#">MAFS.2.G.1.3:</a>	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Explain the ways that rules make the classroom, school, and community safer.

[HE.2.C.2.4:](#)

**Remarks/Examples:**

Walking not running, waiting your turn, and following traffic laws.

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

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

## **Art – Intermediate 1 (#5001040)**

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

**Course Number:** 5001040

**Abbreviated Title:** Art – INTERM 1

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Grade three\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.

### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students *on grade level* who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

**Special Note:** 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 Speaking and Listening standards are required content:**

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.3.SL.1.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Name	Description
<a href="#">SC.3.P.8.3:</a>	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.  <b>Remarks/Examples:</b> ** Florida Standards Connections: <a href="#">MAFS.3.MD.2.4</a> ; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<a href="#">VA.3.C.1.1:</a>	Use the art-making process to develop ideas for self-expression.
<a href="#">VA.3.C.1.2:</a>	Reflect on and interpret works of art, using observation skills, prior

	knowledge, and experience.	
<a href="#">VA.3.C.2.1:</a>	Assess personal artworks for completeness and success in meeting intended objectives.	
<a href="#">VA.3.C.2.2:</a>	Compare techniques used by peers and established artists as a basis for improving one's own work.	
<a href="#">VA.3.C.2.3:</a>	Use constructive criticism to improve artwork.	
<a href="#">VA.3.C.3.1:</a>	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.	
<a href="#">VA.3.C.3.2:</a>	Describe the connections between visual art and other contexts through observation and art criticism.	
<a href="#">VA.3.C.3.3:</a>	Explain the similarities and differences between artworks and utilitarian objects.	
<a href="#">VA.3.S.1.1:</a>	Manipulate tools and media to enhance communication in personal artworks.	
	Use diverse resources to inspire artistic expression and achieve varied results.	
<a href="#">VA.3.S.1.2:</a>	<table border="1" data-bbox="505 846 1365 974"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., media center, technology, print materials</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., media center, technology, print materials</p>
<p><b>Remarks/Examples:</b> e.g., media center, technology, print materials</p>		
	Incorporate ideas from art exemplars for specified time periods and cultures.	
<a href="#">VA.3.S.1.3:</a>	<table border="1" data-bbox="505 1056 1365 1184"> <tr> <td> <p><b>Remarks/Examples:</b> e.g., concepts, technique, media, subject matter</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> e.g., concepts, technique, media, subject matter</p>
<p><b>Remarks/Examples:</b> e.g., concepts, technique, media, subject matter</p>		
<a href="#">VA.3.S.1.4:</a>	Choose accurate art vocabulary to describe works of art and art processes.	
<a href="#">VA.3.S.2.1:</a>	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.	
<a href="#">VA.3.S.2.2:</a>	Follow procedures, focusing on the art-making process.	
<a href="#">VA.3.S.3.1:</a>	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.	
<a href="#">VA.3.S.3.2:</a>	Develop craftsmanship skills through repeated practice.	
<a href="#">VA.3.S.3.3:</a>	Work within safety guidelines while using tools, media, techniques, and processes.	
<a href="#">VA.3.S.3.4:</a>	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.	
<a href="#">VA.3.O.1.1:</a>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.	
<a href="#">VA.3.O.2.1:</a>	Use creative and innovative ideas to complete personal artworks.	
<a href="#">VA.3.O.3.1:</a>	Use symbols, visual language, and/or written language to document	



	self or others.
<a href="#">VA.3.H.1.1:</a>	Describe cultural similarities and differences in works of art.
<a href="#">VA.3.H.1.2:</a>	Describe the importance of displaying suitable behavior as part of an art audience.
<a href="#">VA.3.H.1.3:</a>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
<a href="#">VA.3.H.2.1:</a>	Compare differences or similarities in artworks across time and culture.
<a href="#">VA.3.H.2.2:</a>	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
<a href="#">VA.3.H.2.3:</a>	Describe various venues in which artwork is on display for public viewing. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., museums, galleries, restaurants, virtual tours</p> </div>
<a href="#">VA.3.H.3.1:</a>	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
<a href="#">VA.3.F.1.1:</a>	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
<a href="#">VA.3.F.1.2:</a>	Explore the effects and merits of different solutions to solve an artistic problem.
<a href="#">VA.3.F.2.1:</a>	Identify places where artists or designers have made an impact on the community.
<a href="#">VA.3.F.3.1:</a>	Create artwork that communicates an awareness of events within the community.
<a href="#">VA.3.F.3.2:</a>	Collaborate to complete a task in art. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., mural, mosaic</p> </div>
<a href="#">VA.3.F.3.3:</a>	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
<a href="#">MAFS.3.G.1.2:</a>	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
<a href="#">LAFS.3.RL.3.7:</a>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[LAFS.3.SL.1.3:](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

## **Art – Intermediate 2 (#5001050)**

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

**Course Number:** 5001050

**Abbreviated Title:** Art – INTERM 2

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Grade four\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

**Special Note:** 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 Speaking and Listening standards are required content:**

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">VA.4.C.1.1:</a>	Integrate ideas during the art-making process to convey meaning in personal works of art.
<a href="#">VA.4.C.1.2:</a>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
<a href="#">VA.4.C.2.1:</a>	Revise artworks to meet established criteria. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., criteria set by teacher, student, or both</div>
<a href="#">VA.4.C.2.2:</a>	Use various resources to generate ideas for growth in personal works.
<a href="#">VA.4.C.2.3:</a>	Develop and support ideas from various resources to create unique artworks.
<a href="#">VA.4.C.3.1:</a>	Use accurate art vocabulary when analyzing works of art.
<a href="#">VA.4.C.3.2:</a>	Compare purposes for the structural elements of art and

	organizational principles of design in artworks and utilitarian objects.
<a href="#">VA.4.C.3.3:</a>	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
	Manipulate tools and materials to achieve diverse effects in personal works of art.
<a href="#">VA.4.S.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., charcoal, colored pencil, block printing: reduction, stencil</p> </div>
<a href="#">VA.4.S.1.2:</a>	Explore and use media, technology, and other art resources to express ideas visually.
<a href="#">VA.4.S.1.3:</a>	Create artworks that integrate ideas from culture or history.
<a href="#">VA.4.S.1.4:</a>	Use accurate art vocabulary to discuss works of art and the creative process.
<a href="#">VA.4.S.2.1:</a>	Organize the structural elements of art to achieve an artistic objective.
<a href="#">VA.4.S.2.2:</a>	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
<a href="#">VA.4.S.3.1:</a>	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
<a href="#">VA.4.S.3.2:</a>	Plan and produce art through ongoing practice of skills and techniques.
<a href="#">VA.4.S.3.3:</a>	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
	Discuss the importance of copyright law in regard to the creation and production of art.
<a href="#">VA.4.S.3.4:</a>	<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.4.O.1.1:</a>	Use the structural elements of art and organizational principles of design to understand the art-making process.
<a href="#">VA.4.O.1.2:</a>	Identify the structural elements of art used to unite an artistic composition.
<a href="#">VA.4.O.2.1:</a>	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
	Apply meaning and relevance to document self or others visually in artwork.
<a href="#">VA.4.O.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., personal ideas, observations</p> </div>

<a href="#">VA.4.H.1.1:</a>	Identify historical and cultural influences that have inspired artists to produce works of art.
<a href="#">VA.4.H.1.2:</a>	Identify suitable behavior for various art venues and events.
<a href="#">VA.4.H.1.3:</a>	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
<a href="#">VA.4.H.1.4:</a>	Identify and practice ways of showing respect for one's own and others' personal works of art.
<a href="#">VA.4.H.2.1:</a>	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
<a href="#">VA.4.H.2.2:</a>	Identify differences between artworks and utilitarian objects.
<a href="#">VA.4.H.2.3:</a>	Identify reasons to display artwork in public places. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b>  e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air</p> </div>
<a href="#">VA.4.H.3.1:</a>	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b>  e.g., identify facts, ideas, solutions</p> </div>
<a href="#">VA.4.F.1.1:</a>	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
<a href="#">VA.4.F.1.2:</a>	Examine and apply creative solutions to solve an artistic problem.
<a href="#">VA.4.F.2.1:</a>	Discuss how artists and designers have made an impact on the community.
<a href="#">VA.4.F.2.2:</a>	Identify the work of local artists to become familiar with art-making careers.
<a href="#">VA.4.F.3.1:</a>	Create art to promote awareness of school and/or community concerns. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b>  e.g., poster, billboard</p> </div>
<a href="#">VA.4.F.3.2:</a>	Collaborate with peers in the art room to achieve a common art goal.
<a href="#">VA.4.F.3.3:</a>	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
<a href="#">MAFS.4.G.1.3:</a>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and

orally.

[LAFS.4.SL.1.3:](#)

Identify the reasons and evidence a speaker provides to support particular points.

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

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

[LAFS.4.W.1.2d:](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

## **Art - Intermediate 3 (#5001060)**

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

**Course Number:** 5001060

**Abbreviated Title:** Art – INTERM 3

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Grade five\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

### **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students *on grade level* who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.
- Special Note: This course incorporates hands-on activities and consumption of art materials.



**Special Note:** 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 mathematical clusters and Language Arts; standards are required content:**

- MAFS.5.OA.2: Analyze patterns and relationships.
- MAFS.5.G.2: Classify two-dimensional figures into categories based on their properties.
- LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Name	Description
<a href="#">VA.5.C.1.1:</a>	Develop a range of interests in the art-making process to influence personal decision-making.
<a href="#">VA.5.C.1.2:</a>	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

<a href="#">VA.5.C.1.3:</a>	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
<a href="#">VA.5.C.2.1:</a>	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
<a href="#">VA.5.C.2.2:</a>	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
<a href="#">VA.5.C.2.3:</a>	Apply established criteria to the art-making process to measure artistic growth. <b>Remarks/Examples:</b> e.g., criteria set by teacher, student, or both
<a href="#">VA.5.C.2.4:</a>	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
<a href="#">VA.5.C.3.1:</a>	Use the structural elements of art and organizational principles of design when engaged in art criticism.
<a href="#">VA.5.C.3.2:</a>	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. <b>Remarks/Examples:</b> e.g., inference from color, line, shape, form
<a href="#">VA.5.C.3.3:</a>	Critique works of art to understand the content and make connections with other content areas. <b>Remarks/Examples:</b> e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
<a href="#">VA.5.S.1.1:</a>	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. <b>Remarks/Examples:</b> e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
<a href="#">VA.5.S.1.2:</a>	Use media, technology, and other resources to inspire personal art-making decisions. <b>Remarks/Examples:</b> e.g., books, magazines, Internet, cameras, art visuals
<a href="#">VA.5.S.1.3:</a>	Create artworks to depict personal, cultural, and/or historical themes. <b>Remarks/Examples:</b> e.g., woven mats, clay dolls, quilts

<a href="#">VA.5.S.1.4:</a>	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
<a href="#">VA.5.S.2.1:</a>	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
<a href="#">VA.5.S.2.2:</a>	Identify sequential procedures to engage in art production. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., safety procedures, media processes, organizational procedures</p> </div>
<a href="#">VA.5.S.2.3:</a>	Visualize the end product to justify artistic choices of tools, techniques, and processes.
<a href="#">VA.5.S.3.1:</a>	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
<a href="#">VA.5.S.3.2:</a>	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
<a href="#">VA.5.S.3.3:</a>	Use tools, media, techniques, and processes in a safe and responsible manner.
<a href="#">VA.5.S.3.4:</a>	Use ethical standards, including copyright laws, when producing works of art. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
<a href="#">VA.5.O.1.1:</a>	Use structural elements of art and organizational principles of design to develop content in artwork.
<a href="#">VA.5.O.1.2:</a>	Organize the structural elements of art to achieve visual unity.
<a href="#">VA.5.O.1.3:</a>	Explain how creative and technical ability is used to produce a work of art.
<a href="#">VA.5.O.2.1:</a>	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> e.g., knowledge, empathy, technique, artistic choices, symbolic choices</p> </div>
<a href="#">VA.5.O.2.2:</a>	Use a variety of sources for ideas to resolve challenges in creating original works.
<a href="#">VA.5.O.3.1:</a>	Create meaningful and unique works of art to effectively communicate and document a personal voice.
<a href="#">VA.5.H.1.1:</a>	Examine historical and cultural influences that inspire artists and their work.
<a href="#">VA.5.H.1.2:</a>	Use suitable behavior as a member of an art audience.

<a href="#">VA.5.H.1.3:</a>	Identify and describe the importance a selected group or culture places on specific works of art.
<a href="#">VA.5.H.1.4:</a>	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
<a href="#">VA.5.H.2.1:</a>	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
<a href="#">VA.5.H.2.2:</a>	Describe the ways in which artworks and utilitarian objects impact everyday life.
<a href="#">VA.5.H.2.3:</a>	Discuss artworks found in public venues to identify the significance of the work within the community.
<a href="#">VA.5.H.3.1:</a>	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
	<p><b>Remarks/Examples:</b> e.g., identify facts, ideas, solutions</p>
<a href="#">VA.5.F.1.1:</a>	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
<a href="#">VA.5.F.1.2:</a>	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
<a href="#">VA.5.F.2.1:</a>	Describe the knowledge and skills necessary for art-making and art-related careers.
<a href="#">VA.5.F.2.2:</a>	Explore careers in which artworks and utilitarian designs are created.
<a href="#">VA.5.F.2.3:</a>	Discuss contributions that artists make to society.
<a href="#">VA.5.F.3.1:</a>	Create artwork to promote public awareness of community and/or global concerns.
<a href="#">VA.5.F.3.2:</a>	Create artwork that shows procedural and analytical thinking to communicate ideas.
<a href="#">VA.5.F.3.3:</a>	Work collaboratively with others to complete a task in art and show leadership skills.
<a href="#">VA.5.F.3.4:</a>	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
	<p><b>Remarks/Examples:</b> e.g., reasonable timeframe established by teacher, adjusted as needed</p>
<a href="#">LAFS.5.RL.3.7:</a>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<a href="#">LAFS.5.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own

	<p>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 and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<a href="#">LAFS.5.L.2.3:</a>	<ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</li> </ol>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.5.W.1.2d:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## **M/J Art in World Cultures (#0100070)**

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

**Course Number:** 0100070

**Abbreviated Title:** M/J ART WORLD CULTR

**Course Length:** Semester (S)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. 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:**

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.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.3.2:</a>	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing</p> </div>
<a href="#">VA.68.C.3.4:</a>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<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.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.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.3.2:</a>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<a href="#">VA.68.H.1.3:</a>	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
<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>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., identify facts, ideas, problem-solving skills
<a href="#">VA.68.F.2.3:</a>	Identify art careers that have a financial impact on local communities.
<a href="#">VA.68.F.3.1:</a>	Use technology applications through the art-making process to express community or global concerns.
<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="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## **Music - Grade Kindergarten (#5013060)**

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

**Course Number:** 5013060

**Abbreviated Title:** MUSIC - GRADE K

**Course Length:** Year (Y)

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

**Grade Level(s):** K

### **VERSION DESCRIPTION**

Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.

### **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 class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">SC.K.P.10.1:</a>	Observe that things that make sound vibrate.
<a href="#">DA.K.S.3.3:</a>	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
<a href="#">DA.K.O.3.1:</a>	Use movement to express a feeling, idea, or story.
<a href="#">MU.K.C.1.1:</a>	Respond to music from various sound sources to show awareness of steady beat.  <b>Remarks/Examples:</b> e.g., steady beat, pulse
<a href="#">MU.K.C.1.2:</a>	Identify various sounds in a piece of music.  <b>Remarks/Examples:</b> e.g., vocal/instrumental timbres, environmental sounds
<a href="#">MU.K.C.1.3:</a>	Identify, visually and aurally, pitched and unpitched classroom instruments.  <b>Remarks/Examples:</b> e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp
<a href="#">MU.K.C.1.4:</a>	Identify singing, speaking, and whispering voices.
<a href="#">MU.K.C.2.1:</a>	Identify similarities and/or differences in a performance.
<a href="#">MU.K.C.3.1:</a>	Share opinions about selected pieces of music.
<a href="#">MU.K.S.1.1:</a>	Improvise a response to a musical question sung or played by someone else.  <b>Remarks/Examples:</b> e.g., melodic, rhythmic

<a href="#">MU.K.S.2.1:</a>	<p>Sing or play songs from memory.</p> <p><b>Remarks/Examples:</b> e.g., rhymes, chants, poems</p>
<a href="#">MU.K.S.3.1:</a>	<p>Sing songs of limited range appropriate to the young child and use the head voice.</p>
<a href="#">MU.K.S.3.2:</a>	<p>Perform simple songs and accompaniments.</p> <p><b>Remarks/Examples:</b> e.g., singing, using body percussion or classroom instruments</p>
<a href="#">MU.K.S.3.3:</a>	<p>Match pitches in a song or musical phrase in one or more keys.</p> <p><b>Remarks/Examples:</b> e.g., la, sol, mi</p>
<a href="#">MU.K.S.3.4:</a>	<p>Imitate simple rhythm patterns played by the teacher or a peer.</p> <p><b>Remarks/Examples:</b> e.g., quarter note, quarter rest, beamed eighth notes</p>
<a href="#">MU.K.O.1.1:</a>	<p>Respond to beat, rhythm, and melodic line through imitation.</p> <p><b>Remarks/Examples:</b> e.g., locomotor and non-locomotor movement, body levels</p>
<a href="#">MU.K.O.1.2:</a>	<p>Identify similarities and differences in melodic phrases and/or rhythm patterns.</p> <p><b>Remarks/Examples:</b> e.g., visually, aurally</p>
<a href="#">MU.K.O.3.1:</a>	<p>Respond to music to demonstrate how it makes one feel.</p> <p><b>Remarks/Examples:</b> e.g., movement, drawings, responder paddles/clickers</p>
<a href="#">MU.K.H.1.1:</a>	<p>Respond to music from diverse cultures through singing and movement.</p> <p><b>Remarks/Examples:</b> e.g., nursery rhymes, singing games, folk dances</p>
<a href="#">MU.K.H.2.1:</a>	<p>Respond to and/or perform folk music of American cultural sub-groups.</p> <p><b>Remarks/Examples:</b></p>

	e.g., African American, Anglo-American, Latin American, Native American
<a href="#">MU.K.H.3.1:</a>	<p>Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</p> <p><b>Remarks/Examples:</b> e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing</p>
<a href="#">MU.K.F.1.1:</a>	<p>Respond to and explore music through creative play and found sounds in the music classroom.</p> <p><b>Remarks/Examples:</b> e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets</p>
<a href="#">MU.K.F.3.1:</a>	<p>Exhibit age-appropriate music and life skills that will add to the success in the music classroom.</p> <p><b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners</p>
<a href="#">TH.K.S.1.3:</a>	Describe personal preferences related to a performance.
<a href="#">LAFS.K.RL.1.2:</a>	With prompting and support, retell familiar stories, including key details.
<a href="#">LAFS.K.RL.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">HE.K.B.5.3:</a>	<p>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p><b>Remarks/Examples:</b> Injury to self and/or others.</p>
<a href="#">PE.K.C.2.1:</a>	<p>Recognize locomotor skills.</p> <p><b>Remarks/Examples:</b> Some examples of locomotor skills are walking, running,</p>

	skipping, leaping, hopping, jumping and galloping.
	Recognize physical activities have safety rules and procedures.
<a href="#">PE.K.C.2.2:</a>	<p><b>Remarks/Examples:</b>  An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
<a href="#">PE.K.R.6.2:</a>	Identify a benefit of willingly trying new movements and motor skills.
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Music - Grade 1 (#5013070)**

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

**Course Number:** 5013070

**Abbreviated Title:** MUSIC - GRADE 1

**Course Length:** Year (Y)

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

**Grade Level(s):** 1

### **VERSION DESCRIPTION**

First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.

### **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 class may include opportunities 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 math clusters and Speaking and Listening standards are required content:**

MAFS.1.OA.1: Represent and solve problems involving addition and subtraction.

LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">DA.1.S.3.4:</a>	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., verbalized rhythm transferred to the feet         </div>
<a href="#">DA.1.O.3.1:</a>	Create movement phrases to express a feeling, idea, or story.
<a href="#">MU.1.C.1.1:</a>	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., beat, rhythm, phrasing, dynamics, tempo         </div>
<a href="#">MU.1.C.1.2:</a>	Respond to music from various sound sources to show awareness of differences in musical ideas. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., moods, images         </div>
<a href="#">MU.1.C.1.3:</a>	Classify instruments into pitched and unpitched percussion families. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>            e.g., xylophone, glockenspiel, woodblock, tambourine         </div>
<a href="#">MU.1.C.1.4:</a>	Differentiate between music performed by one singer and music performed by a group of singers.
<a href="#">MU.1.C.2.1:</a>	Identify the similarities and differences between two performances of a familiar song.

	<p><b>Remarks/Examples:</b> e.g., tempo, lyrics/no lyrics, style</p>
<a href="#">MU.1.C.3.1:</a>	Share different thoughts or feelings people have about selected pieces of music.
	Improvise a four-beat response to a musical question sung or played by someone else.
<a href="#">MU.1.S.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., melodic, rhythmic</p>
<a href="#">MU.1.S.1.2:</a>	Create short melodic and rhythmic patterns based on teacher-established guidelines.
<a href="#">MU.1.S.2.1:</a>	Sing or play songs, which may include changes in verses or repeats, from memory.
	Sing simple songs in a group, using head voice and maintaining pitch.
<a href="#">MU.1.S.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., folk songs, finger-plays, call-and-response, echo songs</p>
<a href="#">MU.1.S.3.2:</a>	Play three- to five-note melodies and/or accompaniments on classroom instruments.
	Sing simple la-sol-mi patterns at sight.
<a href="#">MU.1.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., reading from hand signs or iconic representations</p>
	Match simple aural rhythm patterns in duple meter with written patterns.
<a href="#">MU.1.S.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., quarter note/rest, beamed eighth notes</p>
	Show visual representation of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.1.S.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., draw, body/hand signs, manipulatives, la-sol-mi</p>
	Respond to contrasts in music as a foundation for understanding structure.
<a href="#">MU.1.O.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., high/low, fast/slow, long/short, phrases</p>



<a href="#">MU.1.O.1.2:</a>	<p>Identify patterns of a simple, four-measure song or speech piece.</p> <p><b>Remarks/Examples:</b> e.g., AABA, ABCA, ABAC</p>
<a href="#">MU.1.O.3.1:</a>	<p>Respond to changes in tempo and/or dynamics within musical examples.</p>
<a href="#">MU.1.H.1.1:</a>	<p>Perform simple songs, dances, and musical games from a variety of cultures.</p> <p><b>Remarks/Examples:</b> e.g., nursery rhymes, singing games, play parties, folk dances</p>
<a href="#">MU.1.H.1.2:</a>	<p>Explain the work of a composer.</p>
<a href="#">MU.1.H.2.1:</a>	<p>Identify and perform folk music used to remember and honor America and its cultural heritage.</p> <p><b>Remarks/Examples:</b> e.g., "This Land is Your Land," "Short'nin' Bread," "America"</p>
<a href="#">MU.1.H.3.1:</a>	<p>Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.</p> <p><b>Remarks/Examples:</b> e.g., rhyming words, vowel sounds, characters, setting, mood</p>
<a href="#">MU.1.F.1.1:</a>	<p>Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.</p> <p><b>Remarks/Examples:</b> e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes</p>
<a href="#">MU.1.F.2.1:</a>	<p>Describe how he or she likes to participate in music.</p> <p><b>Remarks/Examples:</b> e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument</p>
<a href="#">MU.1.F.3.1:</a>	<p>Demonstrate appropriate manners and teamwork necessary for success in a music classroom.</p> <p><b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners</p>
<a href="#">TH.1.S.1.3:</a>	<p>Explain personal preferences related to a performance.</p>

<a href="#">LAFS.1.RL.2.4:</a>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Explain the consequences of not following rules/practices when making healthy and safe decisions.
<a href="#">HE.1.B.5.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Tooth decay and environmental damage.</p> </div>
	Identify the critical elements of locomotor skills.
<a href="#">PE.1.C.2.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.</p> </div>
	Identify safety rules and procedures for teacher-selected physical activities.
<a href="#">PE.1.C.2.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Music - Grade 2 (#5013080)**

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

**Course Number:** 5013080

**Abbreviated Title:** MUSIC - GRADE 2

**Course Length:** Year (Y)

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

**Grade Level(s):** 2

### **VERSION DESCRIPTION**

Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student's working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.

### **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 class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Name	Description
<a href="#">DA.2.O.3.1:</a>	Use movement to interpret feelings, stories, pictures, and songs.
<a href="#">MU.2.C.1.1:</a>	Identify appropriate listening skills for learning about musical examples selected by the teacher. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists           </div>
<a href="#">MU.2.C.1.2:</a>	Respond to a piece of music and discuss individual interpretations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., move, write, draw, describe, gesture           </div>
<a href="#">MU.2.C.1.3:</a>	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
<a href="#">MU.2.C.1.4:</a>	Identify child, adult male, and adult female voices by timbre.
<a href="#">MU.2.C.2.1:</a>	Identify strengths and needs in classroom performances of familiar songs.
<a href="#">MU.2.C.3.1:</a>	Discuss why musical characteristics are important when forming and discussing opinions about music. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Remarks/Examples:</b>              e.g., tempo, rhythm, dynamics, instrumentation           </div>
<a href="#">MU.2.S.1.1:</a>	Improvise short phrases in response to a given musical question.
<a href="#">MU.2.S.1.2:</a>	Create simple ostinati to accompany songs or poems.
<a href="#">MU.2.S.2.1:</a>	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
<a href="#">MU.2.S.3.1:</a>	Sing songs in an appropriate range, using head voice and maintaining pitch.

<a href="#">MU.2.S.3.2:</a>	Play simple melodies and/or accompaniments on classroom instruments.
<a href="#">MU.2.S.3.3:</a>	<p>Sing simple la-sol-mi-do patterns at sight.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., reading from hand signs and/or iconic or traditional representations</p> </div>
<a href="#">MU.2.S.3.4:</a>	<p>Compare aural melodic patterns with written patterns to determine whether they are the same or different.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes</p> </div>
<a href="#">MU.2.S.3.5:</a>	<p>Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., draw, body/hand signs, manipulatives, la-sol-mi</p> </div>
<a href="#">MU.2.O.1.1:</a>	<p>Identify basic elements of music in a song or instrumental excerpt.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., melody, rhythm, pitch, form</p> </div>
<a href="#">MU.2.O.1.2:</a>	<p>Identify the form of a simple piece of music.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., AB, ABA, call-and-response</p> </div>
<a href="#">MU.2.O.3.1:</a>	Describe changes in tempo and dynamics within a musical work.
<a href="#">MU.2.H.1.1:</a>	<p>Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato</p> </div>
<a href="#">MU.2.H.1.2:</a>	Identify the primary differences between composed and folk music.
<a href="#">MU.2.H.2.1:</a>	<p>Discuss how music is used for celebrations in American and other cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., birthdays, New Year, national and religious holidays</p> </div>
<a href="#">MU.2.H.3.1:</a>	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in

	other contexts.
<a href="#">MU.2.F.1.1:</a>	<p>Create a musical performance that brings a story or poem to life.</p> <p><b>Remarks/Examples:</b> e.g., sound carpets, original stories and poems, literary works</p>
<a href="#">MU.2.F.2.1:</a>	<p>Describe how people participate in music.</p> <p><b>Remarks/Examples:</b> e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials</p>
<a href="#">MU.2.F.3.1:</a>	<p>Collaborate with others in a music presentation and discuss what was successful and what could be improved.</p> <p><b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups</p>
<a href="#">TH.2.C.1.1:</a>	Describe a character in a story and tell why the character is important to the story.
<a href="#">LAFS.2.RI.1.1:</a>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<a href="#">HE.2.B.5.3:</a>	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions.</p> <p><b>Remarks/Examples:</b> Negative emotions, accidents, injuries, and pollution.</p>
<a href="#">PE.2.M.1.9:</a>	<p>Perform one folk or line dance accurately.</p> <p><b>Remarks/Examples:</b> An example of a line dance is the Electric Slide.</p>
<a href="#">PE.2.C.2.2:</a>	<p>Identify safety rules and procedures for selected physical activities.</p> <p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>

[PE.2.R.6.2:](#) Discuss the relationship between skill competence and enjoyment.

[PE.2.R.6.3:](#) Identify ways to contribute as a member of a cooperative group.

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

## **Music - Intermediate 1 (#5013090)**

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

**Course Number:** 5013090

**Abbreviated Title:** MUSIC-INTERM 1

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Third-grade\* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.

### **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.

\* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

### **Examples:**

- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year. ]



**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">DA.3.H.1.1:</a>	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
<a href="#">MU.3.C.1.1:</a>	Describe listening skills and how they support appreciation of musical works.  <b>Remarks/Examples:</b> e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<a href="#">MU.3.C.1.2:</a>	Respond to a musical work in a variety of ways and compare individual interpretations.

	<p><b>Remarks/Examples:</b> e.g., move, draw, sing, play, gesture, conduct</p>
<a href="#">MU.3.C.1.3:</a>	<p>Identify families of orchestral and band instruments.</p> <p><b>Remarks/Examples:</b> e.g., strings, woodwinds, brass, percussion, keyboards</p>
<a href="#">MU.3.C.1.4:</a>	<p>Discriminate between unison and two-part singing.</p>
<a href="#">MU.3.C.2.1:</a>	<p>Evaluate performances of familiar music using teacher-established criteria.</p>
<a href="#">MU.3.C.3.1:</a>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work.</p> <p><b>Remarks/Examples:</b> e.g., tempo, rhythm, timbre, form, instrumentation, texture</p>
<a href="#">MU.3.S.1.1:</a>	<p>Improvise rhythms or melodies over ostinati.</p>
<a href="#">MU.3.S.1.2:</a>	<p>Create an alternate ending to a familiar song.</p> <p><b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics</p>
<a href="#">MU.3.S.2.1:</a>	<p>Identify patterns in songs to aid the development of sequencing and memorization skills.</p> <p><b>Remarks/Examples:</b> e.g., parts of a round, parts of a layered work</p>
<a href="#">MU.3.S.3.1:</a>	<p>Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.</p>
<a href="#">MU.3.S.3.2:</a>	<p>Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.</p>
<a href="#">MU.3.S.3.3:</a>	<p>Sing simple la-sol-mi-re-do patterns at sight.</p> <p><b>Remarks/Examples:</b> e.g., reading from hand signs; reading from nontraditional or traditional notation</p>
<a href="#">MU.3.S.3.4:</a>	<p>Match simple aural rhythm patterns in duple and triple meter with written patterns.</p> <p><b>Remarks/Examples:</b> e.g., 2/4, 3/4, 4/4</p>
<a href="#">MU.3.S.3.5:</a>	<p>Notate simple rhythmic and melodic patterns using traditional</p>

	notation.	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do
<a href="#">MU.3.O.1.1:</a>	Identify, using correct music vocabulary, the elements in a musical work.	<b>Remarks/Examples:</b> e.g., rhythm, pitch, timbre, form
<a href="#">MU.3.O.1.2:</a>	Identify and describe the musical form of a familiar song.	<b>Remarks/Examples:</b> e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<a href="#">MU.3.O.2.1:</a>	Rearrange melodic or rhythmic patterns to generate new phrases.	
<a href="#">MU.3.O.3.1:</a>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.	
<a href="#">MU.3.H.1.1:</a>	Compare indigenous instruments of specified cultures.	<b>Remarks/Examples:</b> e.g., congas, dundun drums, maracas, dulcimer, darabukah
<a href="#">MU.3.H.1.2:</a>	Identify significant information about specified composers and one or more of their musical works.	
<a href="#">MU.3.H.1.3:</a>	Identify timbre(s) in music from a variety of cultures.	<b>Remarks/Examples:</b> e.g., metals, woods, shakers, strings, voice: adult, child
<a href="#">MU.3.H.2.1:</a>	Discuss how music in America was influenced by people and events in its history.	<b>Remarks/Examples:</b> e.g., slavery, expansion of railroad, jazz, war, politics
<a href="#">MU.3.H.3.1:</a>	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	<b>Remarks/Examples:</b> e.g., in dance, visual art, language arts, pulse, rhythm, fluency
<a href="#">MU.3.F.1.1:</a>	Enhance the meaning of a story or poem by creating a musical	

	<p>interpretation using voices, instruments, movement, and/or found sounds.</p> <p><b>Remarks/Examples:</b> e.g., sound carpets, original stories and poems, literary works</p>
<a href="#">MU.3.F.2.1:</a>	<p>Identify musicians in the school, community, and media.</p> <p><b>Remarks/Examples:</b> e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
<a href="#">MU.3.F.2.2:</a>	<p>Describe opportunities for personal music-making.</p> <p><b>Remarks/Examples:</b> e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
<a href="#">MU.3.F.3.1:</a>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</p> <p><b>Remarks/Examples:</b> e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
<a href="#">VA.3.H.1.3:</a>	<p>Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.</p>
<a href="#">LAFS.3.RI.1.1:</a>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<a href="#">LAFS.3.SL.1.2:</a>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<a href="#">LAFS.3.SL.1.3:</a>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<a href="#">PE.3.M.1.10:</a>	<p>Perform one dance accurately.</p> <p><b>Remarks/Examples:</b> Some examples of dances are square, contra, step and social.</p>
<a href="#">PE.3.C.2.2:</a>	<p>Understand the importance of safety rules and procedures in all physical activities.</p> <p><b>Remarks/Examples:</b> An example of a safety procedure is wearing a helmet when</p>

riding a bicycle.

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

## **Music - Intermediate 2 (#5013100)**

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

**Course Number:** 5013100

**Abbreviated Title:** MUSIC-INTERM 2

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Fourth-grade\* students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.

### **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.

\* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

### **Examples:**

- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

**Special Note:** This class may include opportunities 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 Speaking and Listening standards are required content:**

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">SC.4.P.10.3:</a>	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
<a href="#">DA.4.H.3.3:</a>	Describe how dance and music can each be used to interpret and support the other.
<a href="#">MU.4.C.1.1:</a>	Develop effective listening strategies and describe how they can support appreciation of musical works. <div data-bbox="505 1728 1365 1879" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps,</div>

	active listening, checklists
<a href="#">MU.4.C.1.2:</a>	Describe, using correct music vocabulary, what is heard in a specific musical work. <b>Remarks/Examples:</b> e.g., movement of melodic line, tempo, repeated and contrasting patterns
<a href="#">MU.4.C.1.3:</a>	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
<a href="#">MU.4.C.1.4:</a>	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
<a href="#">MU.4.C.2.1:</a>	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. <b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre, posture, breath support
<a href="#">MU.4.C.2.2:</a>	Critique specific techniques in one's own and others performances using teacher-established criteria.
<a href="#">MU.4.C.3.1:</a>	Describe characteristics that make various musical works appealing. <b>Remarks/Examples:</b> e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<a href="#">MU.4.S.1.1:</a>	Improvise phrases, using familiar songs. <b>Remarks/Examples:</b> e.g., altering text, rhythm, pitch, melody
<a href="#">MU.4.S.1.2:</a>	Create melodic patterns using a variety of sound sources. <b>Remarks/Examples:</b> e.g., voice, instrument
<a href="#">MU.4.S.1.3:</a>	Arrange a familiar song for voices or instruments by manipulating form. <b>Remarks/Examples:</b> e.g., introduction, interlude/bridge, coda, ABA, rondo
<a href="#">MU.4.S.2.1:</a>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<a href="#">MU.4.S.3.1:</a>	Sing rounds, canons, and/or partner songs in an appropriate range,



	using proper vocal technique and maintaining pitch.
<a href="#">MU.4.S.3.2:</a>	Play rounds, canons, or layered ostinati on classroom instruments.
	Perform extended pentatonic melodies at sight.
<a href="#">MU.4.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., high do, low sol, low la; vocal and/or instrumental</p>
<a href="#">MU.4.S.3.4:</a>	Play simple ostinati, by ear, using classroom instruments.
	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
<a href="#">MU.4.S.3.5:</a>	<p><b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do</p>
	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
<a href="#">MU.4.O.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</p>
<a href="#">MU.4.O.2.1:</a>	Create variations for selected melodies.
	Identify how expressive elements and lyrics affect the mood or emotion of a song.
<a href="#">MU.4.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo, dynamics, phrasing, articulation</p>
<a href="#">MU.4.O.3.2:</a>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<a href="#">MU.4.H.1.1:</a>	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
<a href="#">MU.4.H.1.2:</a>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<a href="#">MU.4.H.1.3:</a>	Identify pieces of music that originated from cultures other than one's own.
	Perform, listen to, and discuss music related to Florida's history.
<a href="#">MU.4.H.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize</p>

<a href="#">MU.4.H.2.2:</a>	<p>Identify ways in which individuals of varying ages and cultures experience music.</p> <div data-bbox="505 275 1367 401" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., live concert, musical theatre, Internet, recordings</p> </div>
<a href="#">MU.4.H.3.1:</a>	<p>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</p> <div data-bbox="505 558 1367 720" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</p> </div>
<a href="#">MU.4.F.1.1:</a>	<p>Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.</p> <div data-bbox="505 804 1367 972" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry</p> </div>
<a href="#">MU.4.F.2.1:</a>	<p>Describe roles and careers of selected musicians.</p> <div data-bbox="505 1014 1367 1182" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</p> </div>
<a href="#">MU.4.F.3.1:</a>	<p>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</p> <div data-bbox="505 1297 1367 1465" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</p> </div>
<a href="#">MU.4.F.3.2:</a>	<p>Discuss the safe, legal way to download songs and other media.</p> <div data-bbox="505 1507 1367 1675" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., sharing personal and financial information, copying and sharing music</p> </div>
<a href="#">LAFS.4.RL.1.3:</a>	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
<a href="#">LAFS.4.SL.1.2:</a>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and</p>

	orally.
<a href="#">LAFS.4.SL.1.3:</a>	Identify the reasons and evidence a speaker provides to support particular points.
<a href="#">PE.4.M.1.10:</a>	<p>Perform two or more dances accurately.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of dances are line, square, contra, folk, step and social.</p> </div>
<a href="#">PE.4.C.2.2:</a>	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Music - Intermediate 3 (#5013110)**

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

**Course Number:** 5013110

**Abbreviated Title:** MUSIC-INTERM 3

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Fifth-grade\* students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21st Century.

### **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.

\* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

### **Examples:**

- 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

**Special Note:** This class may include opportunities 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.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Name	Description
<a href="#">MU.5.C.1.1:</a>	Discuss and apply listening strategies to support appreciation of musical works.  <b>Remarks/Examples:</b> e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

<p><a href="#">MU.5.C.1.2:</a></p>	<p>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</p> <p><b>Remarks/Examples:</b> e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
<p><a href="#">MU.5.C.1.3:</a></p>	<p>Identify, aurally, selected instruments of the band and orchestra.</p> <p><b>Remarks/Examples:</b> e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>
<p><a href="#">MU.5.C.1.4:</a></p>	<p>Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.</p>
<p><a href="#">MU.5.C.2.1:</a></p>	<p>Define criteria, using correct music vocabulary, to critique one's own and others performance.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre</p>
<p><a href="#">MU.5.C.2.2:</a></p>	<p>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</p>
<p><a href="#">MU.5.C.3.1:</a></p>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p>
<p><a href="#">MU.5.S.1.1:</a></p>	<p>Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.</p>
<p><a href="#">MU.5.S.1.2:</a></p>	<p>Compose short vocal or instrumental pieces using a variety of sound sources.</p>
<p><a href="#">MU.5.S.1.3:</a></p>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p><b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
<p><a href="#">MU.5.S.1.4:</a></p>	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p>
<p><a href="#">MU.5.S.2.1:</a></p>	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</p>
<p><a href="#">MU.5.S.2.2:</a></p>	<p>Apply performance techniques to familiar music.</p>
<p><a href="#">MU.5.S.3.3:</a></p>	<p>Perform simple diatonic melodies at sight.</p> <p><b>Remarks/Examples:</b> e.g., vocal and/or instrumental</p>

<a href="#">MU.5.S.3.1:</a>	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
<a href="#">MU.5.S.3.2:</a>	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
<a href="#">MU.5.S.3.4:</a>	Play melodies and accompaniments, by ear, using classroom instruments.
	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
<a href="#">MU.5.S.3.5:</a>	<p><b>Remarks/Examples:</b>  e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation</p>
	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
<a href="#">MU.5.O.1.1:</a>	<p><b>Remarks/Examples:</b>  e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>
<a href="#">MU.5.O.2.1:</a>	Create a new melody from two or more melodic motifs.
	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
<a href="#">MU.5.O.3.1:</a>	<p><b>Remarks/Examples:</b>  e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p>
<a href="#">MU.5.O.3.2:</a>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
	Identify the purposes for which music is used within various cultures.
<a href="#">MU.5.H.1.1:</a>	<p><b>Remarks/Examples:</b>  e.g., communication, celebration, ceremony</p>
<a href="#">MU.5.H.1.2:</a>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
	Compare stylistic and musical features in works originating from different cultures.
<a href="#">MU.5.H.1.3:</a>	<p><b>Remarks/Examples:</b>  e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle</p>

	drumming patterns
<a href="#">MU.5.H.2.1:</a>	Examine the contributions of musicians and composers for a specific historical period.
<a href="#">MU.5.H.2.2:</a>	Describe how technology has changed the way audiences experience music.
	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
<a href="#">MU.5.H.3.1:</a>	<p><b>Remarks/Examples:</b>  e.g., reading, writing, observing, listening, evaluating, embellishing, revising</p>
<a href="#">MU.5.F.1.1:</a>	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	Describe jobs associated with various types of concert venues and performing arts centers.
<a href="#">MU.5.F.2.1:</a>	<p><b>Remarks/Examples:</b>  e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p>
<a href="#">MU.5.F.2.2:</a>	Explain why live performances are important to the career of the artist and the success of performance venues.
	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
<a href="#">MU.5.F.3.1:</a>	<p><b>Remarks/Examples:</b>  e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</p>
	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
<a href="#">MU.5.F.3.2:</a>	<p><b>Remarks/Examples:</b>  e.g., downloading music and other digital media, sharing personal and financial information, copying music</p>
<a href="#">TH.5.H.1.2:</a>	Participate in a performance to explore and celebrate a variety of human experiences.
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is



supported by reasons and evidence.

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

## **Turkish 1 (#0716300)**

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

**Course Number:** 0716300

**Abbreviated Title:** TURKISH 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:**

Turkish 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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

#### **Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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.

[WL.K12.NH.9.2:](#)

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.

[LAFS.910.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 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.





## **Turkish 2 (#0716310)**

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

**Course Number:** 0716310

**Abbreviated Title:** TURKISH 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**

#### **Major Concepts/Content:**

Turkish 2 reinforces the fundamental skills acquired by the students in Turkish 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 Turkish 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.

### **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**

**Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/he immediate surroundings for personal growth and enrichment.

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.IL.1.2:</a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<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.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.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.4.1:</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.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</li> </ol>

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.

## **Turkish 3 Honors (#0716320)**

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

**Course Number:** 0716320

**Abbreviated Title:** TURKISH 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**

#### **Major Concepts/Content:**

Turkish 3 provides mastery and expansion of skills acquired by the students in Turkish 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.

### **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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her

knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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</li> </ol>

	determine what additional information or research is required to deepen the investigation or complete the task.
<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,</li> </ol>

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.



## **Turkish 4 Honors (#0716330)**

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

**Course Number:** 0716330

**Abbreviated Title:** TURKISH 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

### **VERSION DESCRIPTION**

Turkish 4 expands the skills acquired by the students in Turkish 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.

### **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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of

other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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,</li> </ol>

	<p>well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <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>
<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> <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 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</li> </ul>

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.

## Arabic 3 Honors (#0710320)

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

**Course Number:** 0710320

**Abbreviated Title:** ARABIC 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:

Arabic 3 provides mastery and expansion of skills acquired by the students in Arabic 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.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>	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.



## Arabic 4 Honors (#0710330)

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

**Course Number:** 0710330

**Abbreviated Title:** ARABIC 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:**

Arabic 4 expands the skills acquired by the students in Arabic 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.4.6:</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.
	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.

## **M/J Turkish, Beginning (#0712000)**

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

**Course Number:** 0712000

**Abbreviated Title:** M/J TURK, BEG

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

M/J Turkish 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.

### **GENERAL NOTES**

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300), and Turkish 2 (0716310).

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 Turkish sequences in middle school.

### **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 standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

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.

<p><a href="#">LAFS.6.SL.1.1:</a></p>	<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>
<p><a href="#">LAFS.6.SL.1.3:</a></p>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><a href="#">LAFS.6.SL.2.4:</a></p>	<p>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.</p>
<p><a href="#">LAFS.68.RH.1.2:</a></p>	<p>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.</p>
<p><a href="#">LAFS.68.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 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>
<p><a href="#">LAFS.68.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 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 Turkish, Intermediate (#0712010)**

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

**Course Number:** 0712010

**Abbreviated Title:** M/J TURK, INTERM

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

M/J Turkish Intermediate 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.

### **GENERAL NOTES**

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

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 Turkish sequences in middle school.

### **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 standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

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.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>	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.1.3:](#)

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.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.

Write arguments focused on *discipline-specific content*.

[LAFS.68.WHST.1.1:](#)

- 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 Turkish, Advanced (#0712020)**

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

**Course Number:** 0712020

**Abbreviated Title:** M/J TURK, ADV

**Course Level:** 2

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

### **VERSION DESCRIPTION**

M/J Turkish Advanced 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.

### **GENERAL NOTES**

**Special Note.** Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

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 Turkish 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

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, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> </ol>

- 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 Exploring Two-Dimensional Art (#0101005)**

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

**Course Number:** 0101005

**Abbreviated Title:** M/J EXPLORING 2D ART

**Course Length:** Semester (S)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. 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.1.1:</a>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<a href="#">VA.68.C.2.3:</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.1.2:</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.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.3.3:</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 1402 1367 1560" 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.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.3.3:</a>	Create imaginative works to include background knowledge or information from other subjects.

	<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.1.2:</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 pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<a href="#">LAFS.68.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 6–8 texts and topics.</p>
<a href="#">LAFS.68.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.68.WHST.2.6:</a>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **M/J Two-Dimensional Studio Art 3 (#0101026)**

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

**Course Number:** 0101026

**Abbreviated Title:** M/J 2D STUDIO ART 3

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. 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.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.2.4:</a>	Use constructive criticism as a purposeful tool for 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.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing</p> </div>
<a href="#">VA.68.C.3.4:</a>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<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.1.3:</a>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.  <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.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.3.2:</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.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	e.g., ethics, plagiarism, appropriation from the Internet and other sources
<a href="#">VA.68.O.1.3:</a>	Combine creative and technical knowledge to produce visually strong works of art.
<a href="#">VA.68.O.1.4:</a>	Create artworks that demonstrate skilled use of media to convey personal vision.
<a href="#">VA.68.O.2.1:</a>	Create new meaning in artworks through shared language, expressive content, and ideation.
<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.3.2:</a>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<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.2.2:</a>	Explain the impact artwork and utilitarian objects have on the human experience.
<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.2.3:</a>	Identify art careers that have a financial impact on local communities.
<a href="#">VA.68.F.2.4:</a>	Present research on the works of local artists and designers to understand the significance of art in the community.
<a href="#">VA.68.F.2.5:</a>	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
<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="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<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="#"><u>LAFS.8.SL.2.4:</u></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="#"><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 Exploring Three-Dimensional Art (#0101035)**

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

**Course Number:** 0101035

**Abbreviated Title:** M/J EXPLORING 3D ART

**Course Length:** Semester (S)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. 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.1.1:</a>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<a href="#">VA.68.C.2.3:</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.1.2:</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 1360 1367 1528" 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.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.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., from history, environment, literary works</p> </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;"> <p><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</p> </div>
<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 3 (#0101060)**

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

**Course Number:** 0101060

**Abbreviated Title:** M/J 3D STUDIO ART 3

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. 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. 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.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.2.2:</a>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<a href="#">VA.68.C.2.4:</a>	Use constructive criticism as a purposeful tool for 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. <div data-bbox="529 1184 1365 1346" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing</p> </div>
<a href="#">VA.68.C.3.4:</a>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<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.1.3:</a>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. <div data-bbox="529 1591 1365 1761" 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.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.  <b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<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.1.3:</a>	Combine creative and technical knowledge to produce visually strong works of art.
<a href="#">VA.68.O.1.4:</a>	Create artworks that demonstrate skilled use of media to convey personal vision.
<a href="#">VA.68.O.2.1:</a>	Create new meaning in artworks through shared language, expressive content, and ideation.
<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.3.2:</a>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<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.2.2:</a>	Explain the impact artwork and utilitarian objects have on the human experience.
<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.1.2:</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.2.4:</a>	Present research on the works of local artists and designers to understand the significance of art in the community.
<a href="#">VA.68.F.2.5:</a>	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
<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="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<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.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 Creative Photography 2 & Career Planning (#0102055)**

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

**Course Number:** 0102055

**Abbreviated Title:** M/J CREA PHOTO 2 C/P

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students advance their technical and aesthetic foundations and explore careers in photography and other arts as well as careers outside the arts. 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. In tandem with their learning opportunities in Creative Photography 2 students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.

### **GENERAL NOTES**

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

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and

- organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**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.2.1:</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.3.1:</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.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.68.S.3.3:</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.  <b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<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.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.1.3:</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.3.3:</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 Creative Photography 3 (#0102060)**

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

**Course Number:** 0102060

**Abbreviated Title:** M/J CREATIVE PHOTO 3

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students advance their technical and aesthetic foundations to achieve mastery of technique and advanced expressive use of the language of art. This course may include, but is not limited to, color and/or black and white photography, content in research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing using varied techniques. Processes, techniques and media may include but not be limited to video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, 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, 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

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

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

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

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

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

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

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.2.1:</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.3.4:</a>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<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.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<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.  <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.1.3:</a>	Combine creative and technical knowledge to produce visually strong works of art.
<a href="#">VA.68.O.1.4:</a>	Create artworks that demonstrate skilled use of media to convey

	personal vision.
<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.2.2:</a>	Explain the impact artwork and utilitarian objects have on the human experience.
<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.1.3:</a>	Investigate and describe how technology inspires and affects new applications and adaptations in art.
<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.3.1:</a>	Use technology applications through the art-making process to express community or global concerns.
<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.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<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="#"><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 Digital Art & Design 2 & Career Planning (#0103015)**

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

**Course Number:** 0103015

**Abbreviated Title:** M/J DIG ART DGN 2 CP

**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. In tandem with their learning opportunities in Digital Art Design 2, they investigate careers in a wide variety of fields, guided by the competencies required by Florida Statute.

### **GENERAL NOTES**

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

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

school program of study, and postsecondary/career goals.  
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**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.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.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

<p><a href="#">VA.68.S.3.4:</a></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
<p><a href="#">VA.68.O.1.1:</a></p>	<p>Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.</p>
<p><a href="#">VA.68.H.1.2:</a></p>	<p>Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p>
<p><a href="#">VA.68.H.2.3:</a></p>	<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>
<p><a href="#">VA.68.H.3.2:</a></p>	<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>
<p><a href="#">VA.68.F.1.4:</a></p>	<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>
<p><a href="#">VA.68.F.2.3:</a></p>	<p>Identify art careers that have a financial impact on local communities.</p>
<p><a href="#">VA.68.F.3.3:</a></p>	<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>
<p><a href="#">LAFS.7.SL.1.2:</a></p>	<p>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.</p>
<p><a href="#">LAFS.7.SL.1.3:</a></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>



<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.

## **Music Ensemble 1 (#1305400)**

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

**Course Number:** 1305400

**Abbreviated Title:** MUSIC 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 a vocal or 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, if used for an instrumental ensemble, 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.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.

## **Arts Collaboration: Designing Solutions for Art, Work, and Life - Honors (#0102340)**

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

**Course Number:** 0102340

**Abbreviated Title:** ART COLLAB DSGN 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 inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.

### **GENERAL NOTES**

Time, materials, and technologies needed for project development should be provided to students to the greatest extent possible. This course requires significant independent research and project development, some of which may necessitate out-of-school and/or off-campus class work. Interaction with an individual and/or group for consultation, project development, or service may also require out-of-school and/or off-campus time. In-person interaction is strongly encouraged; frequency and distance may determine the degree to which technology-supported interaction is necessary in place of, or in addition to, face-to-face interaction.

**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-GMD.2 Visualize relationships between two-dimensional and three-dimensional objects.

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

### Mathematical Practices

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

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.2.4:</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.2.7:</a>	Assess the challenges and outcomes associated with the media used in a variety of one’s own works.
<a href="#">VA.912.C.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.1.2:</a>	Investigate the use of technology and other resources to inspire art-making decisions.
<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.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.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>	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.2.5:</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.3.3:</a>	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
<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.3.8:</a>	<p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</p> </div>
<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</li> </ol>



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

## **Music Ensemble 2 (#1305410)**

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

**Course Number:** 1305410

**Abbreviated Title:** MUSIC 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 vocal or 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, if used for an instrumental ensemble, 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.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="545 982 1367 1108" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>                          e.g., arabesque, lateral T, jazz hands                     </div>
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <div data-bbox="545 1192 1367 1318" 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.1.3:</a>	Arrange a musical work by manipulating two or more aspects of the composition. <div data-bbox="545 1686 1367 1812" style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>                          e.g., texture, mode, form, tempo, voicing                     </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.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.

## **Elementary Special Ensemble (#5013035)**

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

**Course Number:** 5013035

**Abbreviated Title:** ELEM SPEC ENS

**Course Length:** Year (Y)

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

**Grade Level(s):** K,1,2,3,4,5,PreK

### **VERSION DESCRIPTION**

Students with varying levels of experience in an elementary ensemble other than chorus, band, or orchestra develop foundational techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for such small-instrument ensembles as recorder or guitar, may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

### **Examples:**

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The

same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

**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 Speaking and Listening standards are required content:**

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">MU.3.C.1.1:</a>	Describe listening skills and how they support appreciation of

	musical works.	<b>Remarks/Examples:</b> e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<a href="#">MU.3.C.1.2:</a>	Respond to a musical work in a variety of ways and compare individual interpretations.	<b>Remarks/Examples:</b> e.g., move, draw, sing, play, gesture, conduct
<a href="#">MU.3.C.2.1:</a>	Evaluate performances of familiar music using teacher-established criteria.	
<a href="#">MU.3.C.3.1:</a>	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	<b>Remarks/Examples:</b> e.g., tempo, rhythm, timbre, form, instrumentation, texture
<a href="#">MU.3.S.2.1:</a>	Identify patterns in songs to aid the development of sequencing and memorization skills.	<b>Remarks/Examples:</b> e.g., parts of a round, parts of a layered work
<a href="#">MU.3.S.3.3:</a>	Sing simple la-sol-mi-re-do patterns at sight.	<b>Remarks/Examples:</b> e.g., reading from hand signs; reading from nontraditional or traditional notation
<a href="#">MU.3.O.1.1:</a>	Identify, using correct music vocabulary, the elements in a musical work.	<b>Remarks/Examples:</b> e.g., rhythm, pitch, timbre, form
<a href="#">MU.3.O.1.2:</a>	Identify and describe the musical form of a familiar song.	<b>Remarks/Examples:</b> e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<a href="#">MU.3.O.3.1:</a>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.	
<a href="#">MU.3.H.1.2:</a>	Identify significant information about specified composers and one or more of their musical works.	



<a href="#">MU.3.H.3.1:</a>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</p> <p><b>Remarks/Examples:</b> e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p>
<a href="#">MU.3.F.2.1:</a>	<p>Identify musicians in the school, community, and media.</p> <p><b>Remarks/Examples:</b> e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
<a href="#">MU.3.F.2.2:</a>	<p>Describe opportunities for personal music-making.</p> <p><b>Remarks/Examples:</b> e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
<a href="#">MU.3.F.3.1:</a>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</p> <p><b>Remarks/Examples:</b> e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
<a href="#">MU.4.C.1.1:</a>	<p>Develop effective listening strategies and describe how they can support appreciation of musical works.</p> <p><b>Remarks/Examples:</b> e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</p>
<a href="#">MU.4.C.1.2:</a>	<p>Describe, using correct music vocabulary, what is heard in a specific musical work.</p> <p><b>Remarks/Examples:</b> e.g., movement of melodic line, tempo, repeated and contrasting patterns</p>
<a href="#">MU.4.C.2.1:</a>	<p>Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.</p> <p><b>Remarks/Examples:</b></p>

	e.g., intonation, balance, blend, timbre, posture, breath support
<a href="#">MU.4.C.2.2:</a>	Critique specific techniques in one's own and others performances using teacher-established criteria.
<a href="#">MU.4.C.3.1:</a>	Describe characteristics that make various musical works appealing. <b>Remarks/Examples:</b> e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<a href="#">MU.4.S.1.3:</a>	Arrange a familiar song for voices or instruments by manipulating form. <b>Remarks/Examples:</b> e.g., introduction, interlude/bridge, coda, ABA, rondo
<a href="#">MU.4.S.2.1:</a>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<a href="#">MU.4.S.3.3:</a>	Perform extended pentatonic melodies at sight. <b>Remarks/Examples:</b> e.g., high do, low sol, low la; vocal and/or instrumental
<a href="#">MU.4.O.1.1:</a>	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. <b>Remarks/Examples:</b> e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
<a href="#">MU.4.O.3.1:</a>	Identify how expressive elements and lyrics affect the mood or emotion of a song. <b>Remarks/Examples:</b> e.g., tempo, dynamics, phrasing, articulation
<a href="#">MU.4.O.3.2:</a>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<a href="#">MU.4.H.1.2:</a>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<a href="#">MU.4.H.3.1:</a>	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

	<p><b>Remarks/Examples:</b> e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</p>
<a href="#">MU.4.F.2.1:</a>	<p>Describe roles and careers of selected musicians.</p> <p><b>Remarks/Examples:</b> e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</p>
<a href="#">MU.4.F.3.1:</a>	<p>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</p> <p><b>Remarks/Examples:</b> e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</p>
<a href="#">MU.5.C.1.1:</a>	<p>Discuss and apply listening strategies to support appreciation of musical works.</p> <p><b>Remarks/Examples:</b> e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</p>
<a href="#">MU.5.C.1.2:</a>	<p>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</p> <p><b>Remarks/Examples:</b> e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
<a href="#">MU.5.C.2.1:</a>	<p>Define criteria, using correct music vocabulary, to critique one's own and others performance.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre</p>
<a href="#">MU.5.C.2.2:</a>	<p>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</p>
<a href="#">MU.5.C.3.1:</a>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p>
<a href="#">MU.5.S.1.3:</a>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p><b>Remarks/Examples:</b></p>

	e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
<a href="#">MU.5.S.1.4:</a>	Sing or play simple melodic patterns by ear with support from the teacher.
<a href="#">MU.5.S.2.1:</a>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<a href="#">MU.5.S.2.2:</a>	Apply performance techniques to familiar music.
	Perform simple diatonic melodies at sight.
<a href="#">MU.5.S.3.3:</a>	<p><b>Remarks/Examples:</b> e.g., vocal and/or instrumental</p>
	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
<a href="#">MU.5.O.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>
	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
<a href="#">MU.5.O.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p>
<a href="#">MU.5.O.3.2:</a>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<a href="#">MU.5.H.1.2:</a>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
<a href="#">MU.5.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., reading, writing, observing, listening, evaluating, embellishing, revising</p>
	Describe jobs associated with various types of concert venues and performing arts centers.
<a href="#">MU.5.F.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p>

<a href="#">MU.5.F.2.2:</a>	Explain why live performances are important to the career of the artist and the success of performance venues.
<a href="#">MU.5.F.3.1:</a>	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</p> </div>
<a href="#">LAFS.3.RI.2.4:</a>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.4.RI.2.4:</a>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<a href="#">LAFS.5.RI.2.4:</a>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.4.SL.1.3:</a>	Identify the reasons and evidence a speaker provides to support particular points.
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Music Technology (#1303150)**

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

**Course Number:** 1303150

**Abbreviated Title:** M/J MUSIC TECH

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students investigate the fundamental applications, tools, history, and aesthetics of music technology. Student musicians explore traditional, current, and emerging technologies, including personal devices; and use them to explore, capture, create, arrange, manipulate, reproduce, and distribute music. 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.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="#">DA.68.S.2.1:</a>	Sustain focused attention, respect, and discipline during classes and performances.
<a href="#">MU.68.C.2.1:</a>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  <b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm
<a href="#">MU.68.C.2.3:</a>	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
<a href="#">MU.68.S.1.2:</a>	Compose a short musical piece.  <b>Remarks/Examples:</b> e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice
<a href="#">MU.68.S.1.3:</a>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
<a href="#">MU.68.S.1.8:</a>	Demonstrate specified mixing and editing techniques using selected software and hardware.
<a href="#">MU.68.O.2.1:</a>	Create a composition, manipulating musical elements and exploring the effects of those manipulations.  <b>Remarks/Examples:</b> e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality
<a href="#">MU.68.O.3.1:</a>	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  <b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation

	<p>markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<a href="#">MU.68.H.2.2:</a>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p><b>Remarks/Examples:</b> e.g., from harpsichord to piano; from phonograph to CD</p>
<a href="#">MU.68.H.3.1:</a>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p><b>Remarks/Examples:</b> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<a href="#">MU.68.F.1.1:</a>	<p>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p>
<a href="#">MU.68.F.1.2:</a>	<p>Create an original composition that reflects various performances that use "traditional" and contemporary technologies.</p> <p><b>Remarks/Examples:</b> e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software</p>
<a href="#">MU.68.F.2.1:</a>	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p><b>Remarks/Examples:</b> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
<a href="#">MU.68.F.3.2:</a>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<a href="#">MU.68.F.3.3:</a>	<p>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.</p> <p><b>Remarks/Examples:</b> e.g., idea, development, editing, selling, revising, testing, presenting</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="#"><u>LAFS.6.SL.1.3:</u></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="#"><u>LAFS.6.SL.2.4:</u></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="#"><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.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LAFS.68.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.

## **M/J Music Ensemble 1 (#1303200)**

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

**Course Number:** 1303200

**Abbreviated Title:** M/J MUSIC ENS 1

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

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, 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.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="#">MU.68.C.1.1:</a>	<p>Develop strategies for listening to unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.68.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.68.C.2.1:</a>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm</p>
<a href="#">MU.68.C.2.2:</a>	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p><b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<a href="#">MU.68.S.1.3:</a>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<a href="#">MU.68.S.1.4:</a>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p>

	<p><b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice</p>
<a href="#">MU.68.S.2.2:</a>	Transfer performance techniques from familiar to unfamiliar pieces.
<a href="#">MU.68.S.3.1:</a>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p><b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<a href="#">MU.68.S.3.2:</a>	<p>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.68.S.3.3:</a>	<p>Sight-read standard exercises and simple repertoire.</p> <p><b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<a href="#">MU.68.S.3.4:</a>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p><b>Remarks/Examples:</b> e.g., error detection, interval reinforcement</p>
<a href="#">MU.68.S.3.6:</a>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p><b>Remarks/Examples:</b> e.g., independently, collaboratively</p>
<a href="#">MU.68.O.3.1:</a>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<a href="#">MU.68.O.3.2:</a>	Perform the expressive elements of a musical work indicated by the

	musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<a href="#">MU.68.H.1.4:</a>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p> </div>
<a href="#">MU.68.H.2.3:</a>	Classify the literature being studied by genre, style, and/or time period.
<a href="#">MU.68.H.3.1:</a>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages;  community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p> </div>
<a href="#">MU.68.F.3.2:</a>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<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.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.



## **M/J Music Ensemble 2 (#1303210)**

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

**Course Number:** 1303210

**Abbreviated Title:** M/J MUSIC ENS 2

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, 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.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="#">MU.68.C.1.1:</a>	<p>Develop strategies for listening to unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.68.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.68.C.2.1:</a>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm</p>
<a href="#">MU.68.C.2.2:</a>	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p><b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<a href="#">MU.68.S.1.3:</a>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<a href="#">MU.68.S.1.4:</a>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p>



	<p><b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice</p>
<a href="#">MU.68.S.2.1:</a>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p><b>Remarks/Examples:</b> e.g., basic themes, patterns, tonality, melody, harmony</p>
<a href="#">MU.68.S.2.2:</a>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<a href="#">MU.68.S.3.1:</a>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p><b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<a href="#">MU.68.S.3.2:</a>	<p>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.68.S.3.3:</a>	<p>Sight-read standard exercises and simple repertoire.</p> <p><b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<a href="#">MU.68.S.3.4:</a>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p><b>Remarks/Examples:</b> e.g., error detection, interval reinforcement</p>
<a href="#">MU.68.S.3.6:</a>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p><b>Remarks/Examples:</b> e.g., independently, collaboratively</p>
<a href="#">MU.68.O.1.1:</a>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p>

	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<p><a href="#">MU.68.O.3.1:</a></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<p><a href="#">MU.68.O.3.2:</a></p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p><a href="#">MU.68.H.1.4:</a></p>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<p><a href="#">MU.68.H.2.3:</a></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><a href="#">MU.68.H.3.1:</a></p>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p><b>Remarks/Examples:</b> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<p><a href="#">MU.68.H.3.2:</a></p>	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p><b>Remarks/Examples:</b> e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<p><a href="#">MU.68.F.2.1:</a></p>	<p>Describe several routes a composition or performance could travel from creator to consumer.</p>

	<p><b>Remarks/Examples:</b> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
<a href="#">MU.68.F.3.1:</a>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p><b>Remarks/Examples:</b> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<a href="#">MU.68.F.3.2:</a>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<a href="#">LAFS.7.SL.1.2:</a>	<p>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.</p>
<a href="#">LAFS.7.SL.1.3:</a>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<a href="#">LAFS.7.SL.2.4:</a>	<p>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.</p>
<a href="#">LAFS.68.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 6–8 texts and topics.</p>
<a href="#">LAFS.68.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.68.WHST.3.9:</a>	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **M/J Music Ensemble 3 (#1303220)**

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

**Course Number:** 1303220

**Abbreviated Title:** M/J MUSIC ENS 3

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal or instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, 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.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">MU.68.C.1.1:</a>	<p>Develop strategies for listening to unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.68.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.68.C.2.1:</a>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm</p>
<a href="#">MU.68.C.2.2:</a>	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p><b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<a href="#">MU.68.C.3.1:</a>	<p>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</p>
<a href="#">MU.68.S.1.3:</a>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<a href="#">MU.68.S.1.4:</a>	<p>Sing or play melodies by ear with support from the teacher and/or</p>

	peers.	<b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice
<a href="#">MU.68.S.2.1:</a>	Perform music from memory to demonstrate knowledge of the musical structure.	<b>Remarks/Examples:</b> e.g., basic themes, patterns, tonality, melody, harmony
<a href="#">MU.68.S.2.2:</a>	Transfer performance techniques from familiar to unfamiliar pieces.	
<a href="#">MU.68.S.3.1:</a>	Sing and/or play age-appropriate repertoire expressively.	<b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
<a href="#">MU.68.S.3.2:</a>	Demonstrate proper vocal or instrumental technique.	<b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<a href="#">MU.68.S.3.3:</a>	Sight-read standard exercises and simple repertoire.	<b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
<a href="#">MU.68.S.3.4:</a>	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.	<b>Remarks/Examples:</b> e.g., error detection, interval reinforcement
<a href="#">MU.68.S.3.6:</a>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.	<b>Remarks/Examples:</b> e.g., independently, collaboratively
<a href="#">MU.68.O.1.1:</a>	Compare performances of a musical work to identify artistic choices made by performers.	

	<p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<a href="#">MU.68.O.2.2:</a>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p><b>Remarks/Examples:</b> e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
<a href="#">MU.68.O.3.1:</a>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p><b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<a href="#">MU.68.O.3.2:</a>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<a href="#">MU.68.H.1.1:</a>	<p>Describe the functions of music from various cultures and time periods.</p>
<a href="#">MU.68.H.1.2:</a>	<p>Identify the works of representative composers within a specific style or time period.</p>
<a href="#">MU.68.H.1.4:</a>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p><b>Remarks/Examples:</b> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<a href="#">MU.68.H.2.1:</a>	<p>Describe the influence of historical events and periods on music composition and performance.</p>
<a href="#">MU.68.H.2.3:</a>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<a href="#">MU.68.H.3.1:</a>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p><b>Remarks/Examples:</b> e.g., school: other music classes, social studies, dance,</p>

	physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
<a href="#">MU.68.H.3.2:</a>	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p><b>Remarks/Examples:</b> e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<a href="#">MU.68.F.2.2:</a>	<p>Describe how concert attendance can financially impact a community.</p> <p><b>Remarks/Examples:</b> e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<a href="#">MU.68.F.3.1:</a>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p><b>Remarks/Examples:</b> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<a href="#">MU.68.F.3.2:</a>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<a href="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<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.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.

[LAFS.68.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.

## **M/J Music Techniques 1 (#1303230)**

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

**Course Number:** 1303230

**Abbreviated Title:** M/J MUSIC TECNQS 1

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

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students with little or no instrumental or vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **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="#">MU.68.C.1.1:</a>	<p>Develop strategies for listening to unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.68.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.68.C.2.1:</a>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm</p>
<a href="#">MU.68.C.2.2:</a>	<p>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</p> <p><b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<a href="#">MU.68.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., blues, rock</p>

<p><a href="#">MU.68.S.1.4:</a></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p><b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice</p>
<p><a href="#">MU.68.S.2.1:</a></p>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p><b>Remarks/Examples:</b> e.g., basic themes, patterns, tonality, melody, harmony</p>
<p><a href="#">MU.68.S.2.2:</a></p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p><a href="#">MU.68.S.3.1:</a></p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p><b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p><a href="#">MU.68.S.3.2:</a></p>	<p>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.68.S.3.3:</a></p>	<p>Sight-read standard exercises and simple repertoire.</p> <p><b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p><a href="#">MU.68.S.3.4:</a></p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p><b>Remarks/Examples:</b> e.g., error detection, interval reinforcement</p>
<p><a href="#">MU.68.S.3.5:</a></p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<p><a href="#">MU.68.S.3.6:</a></p>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p><b>Remarks/Examples:</b> e.g., independently, collaboratively</p>

<p><a href="#">MU.68.O.1.1:</a></p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <div data-bbox="529 275 1365 436" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p> </div>
<p><a href="#">MU.68.O.3.1:</a></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <div data-bbox="529 558 1365 751" 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, timbre, rhythm, orchestration</p> </div>
<p><a href="#">MU.68.H.2.3:</a></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><a href="#">LAFS.6.SL.1.2:</a></p>	<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>
<p><a href="#">LAFS.6.SL.1.3:</a></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><a href="#">LAFS.6.SL.2.4:</a></p>	<p>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.</p>
<p><a href="#">LAFS.68.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 6–8 texts and topics.</p>
<p><a href="#">LAFS.68.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="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **M/J Music Techniques 2 (#1303240)**

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

**Course Number:** 1303240

**Abbreviated Title:** M/J MUSIC TECNQS 2

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

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

#### **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="#">MU.68.C.1.1:</a>	<p>Develop strategies for listening to unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.68.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.68.C.2.1:</a>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm</p>
<a href="#">MU.68.C.2.2:</a>	<p>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</p> <p><b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<a href="#">MU.68.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., blues, rock</p>

<p><a href="#">MU.68.S.1.4:</a></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p><b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice</p>
<p><a href="#">MU.68.S.2.1:</a></p>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p><b>Remarks/Examples:</b> e.g., basic themes, patterns, tonality, melody, harmony</p>
<p><a href="#">MU.68.S.2.2:</a></p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p><a href="#">MU.68.S.3.1:</a></p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p><b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p><a href="#">MU.68.S.3.2:</a></p>	<p>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.68.S.3.3:</a></p>	<p>Sight-read standard exercises and simple repertoire.</p> <p><b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p><a href="#">MU.68.S.3.4:</a></p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p><b>Remarks/Examples:</b> e.g., error detection, interval reinforcement</p>
<p><a href="#">MU.68.S.3.5:</a></p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<p><a href="#">MU.68.S.3.6:</a></p>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p><b>Remarks/Examples:</b> e.g., independently, collaboratively</p>



<p><a href="#">MU.68.O.1.1:</a></p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <div data-bbox="529 273 1365 436" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p> </div>
<p><a href="#">MU.68.O.2.2:</a></p>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <div data-bbox="529 520 1365 684" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., scales; key signatures; relative major/minor; parallel major/minor</p> </div>
<p><a href="#">MU.68.O.3.1:</a></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <div data-bbox="529 804 1365 1003" 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, timbre, rhythm, orchestration</p> </div>
<p><a href="#">MU.68.O.3.2:</a></p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p><a href="#">MU.68.H.2.2:</a></p>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <div data-bbox="529 1203 1365 1335" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., from harpsichord to piano; from phonograph to CD</p> </div>
<p><a href="#">MU.68.H.2.3:</a></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p><a href="#">MU.68.F.3.1:</a></p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <div data-bbox="529 1493 1365 1692" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p> </div>
<p><a href="#">LAFS.7.SL.1.2:</a></p>	<p>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.</p>
<p><a href="#">LAFS.7.SL.1.3:</a></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the</p>

	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>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **M/J Music Techniques 3 (#1303250)**

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

**Course Number:** 1303250

**Abbreviated Title:** M/J MUSIC TECNQS 3

**Course Length:** Year (Y)

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **VERSION DESCRIPTION**

Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

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

Name	Description
<a href="#">MU.68.C.1.1:</a>	<p>Develop strategies for listening to unfamiliar musical works.</p> <p><b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists</p>
<a href="#">MU.68.C.1.2:</a>	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p><b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#">MU.68.C.2.1:</a>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p><b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm</p>
<a href="#">MU.68.C.2.2:</a>	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p><b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<a href="#">MU.68.S.1.1:</a>	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p><b>Remarks/Examples:</b> e.g., blues, rock</p>

<p><a href="#">MU.68.S.1.4:</a></p>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p><b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice</p>
<p><a href="#">MU.68.S.2.1:</a></p>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p><b>Remarks/Examples:</b> e.g., basic themes, patterns, tonality, melody, harmony</p>
<p><a href="#">MU.68.S.2.2:</a></p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p><a href="#">MU.68.S.3.1:</a></p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p><b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p><a href="#">MU.68.S.3.2:</a></p>	<p>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.68.S.3.3:</a></p>	<p>Sight-read standard exercises and simple repertoire.</p> <p><b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p><a href="#">MU.68.S.3.4:</a></p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p><b>Remarks/Examples:</b> e.g., error detection, interval reinforcement</p>
<p><a href="#">MU.68.S.3.5:</a></p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<p><a href="#">MU.68.S.3.6:</a></p>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p><b>Remarks/Examples:</b> e.g., independently, collaboratively</p>

<p><a href="#">MU.68.O.1.1:</a></p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <div data-bbox="529 268 1365 436" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p> </div>
<p><a href="#">MU.68.O.2.2:</a></p>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <div data-bbox="529 514 1365 682" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., scales; key signatures; relative major/minor; parallel major/minor</p> </div>
<p><a href="#">MU.68.O.3.1:</a></p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <div data-bbox="529 800 1365 1003" 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, timbre, rhythm, orchestration</p> </div>
<p><a href="#">MU.68.O.3.2:</a></p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p><a href="#">MU.68.H.1.1:</a></p>	<p>Describe the functions of music from various cultures and time periods.</p>
<p><a href="#">MU.68.H.1.2:</a></p>	<p>Identify the works of representative composers within a specific style or time period.</p>
<p><a href="#">MU.68.H.1.4:</a></p>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <div data-bbox="529 1360 1365 1604" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p> </div>
<p><a href="#">MU.68.H.2.2:</a></p>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <div data-bbox="529 1682 1365 1814" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  e.g., from harpsichord to piano; from phonograph to CD</p> </div>
<p><a href="#">MU.68.H.2.3:</a></p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>

<p><a href="#">MU.68.F.3.1:</a></p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p> </div>
<p><a href="#">LAFS.8.SL.1.2:</a></p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p><a href="#">LAFS.8.SL.1.3:</a></p>	<p>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.</p>
<p><a href="#">LAFS.8.SL.2.4:</a></p>	<p>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.</p>
<p><a href="#">LAFS.68.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 6–8 texts and topics.</p>
<p><a href="#">LAFS.68.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="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## **Music Ensemble 3 (#1305420)**

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

**Course Number:** 1305420

**Abbreviated Title:** MUSIC 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 vocal or 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, if used for an instrumental ensemble, 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.
	<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> 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</p>

	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="#">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.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="#">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.

## **Music Ensemble 4 Honors (#1305430)**

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

**Course Number:** 1305430

**Abbreviated Title:** MUSIC 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 vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **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.

## **Music Techniques 1 (#1305500)**

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

**Course Number:** 1305500

**Abbreviated Title:** MUSIC 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 or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **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.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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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.

## **Music Techniques 2 (#1305510)**

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

**Course Number:** 1305510

**Abbreviated Title:** MUSIC 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 or voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **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.  <b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists
<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.  <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.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.



## **Music Techniques 3 (#1305520)**

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

**Course Number:** 1305520

**Abbreviated Title:** MUSIC 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 or voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **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; margin-top: 10px;"> <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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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> <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.
<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.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.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.

## **Music Techniques 4 Honors (#1305530)**

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

**Course Number:** 1305530

**Abbreviated Title:** MUSIC 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 or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GENERAL NOTES**

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

#### **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.

## **Digital Art Imaging 3 Honors (#0108390)**

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

**Course Number:** 0108390

**Abbreviated Title:** DIGITAL ART IMG 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 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 graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital 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.  <b>Remarks/Examples:</b> e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<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.  <b>Remarks/Examples:</b> e.g., snapshot vs. photograph, drawing vs. digital mark-

	making
<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.2.3:</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>	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. <b>Remarks/Examples:</b> e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
<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>	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.3.5:</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>	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.1.4:</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.
	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
<a href="#">VA.912.H.1.8:</a>	<div style="border: 1px solid black; padding: 5px;"> <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;"> <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

<p><a href="#">VA.912.F.3.1:</a></p>	<p>to support local organizations for social or economic causes.</p> <p>Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.</p> <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>
<p><a href="#">VA.912.F.3.11:</a></p>	<p>Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.</p>
<p><a href="#">VA.912.F.3.12:</a></p>	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</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> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., visual, digital, and textual information</p> </div>
<p><a href="#">VA.912.F.3.6:</a></p>	<p>Identify ethical ways to use appropriation in personal works of art.</p>
<p><a href="#">VA.912.F.3.9:</a></p>	<p>Identify and apply collaborative procedures to coordinate a student or community art event.</p>
<p><a href="#">LAFS.1112.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 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.

[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.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.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.

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

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

## Chinese 5 Honors (#0711335)

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

**Course Number:** 0711335

**Abbreviated Title:** CHINESE 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:

Chinese 5 expands the skills acquired by students in Chinese 4. Specific content to be covered includes, but is not limited to, developing communication 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. 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.4.6:</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*.

- 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.

## Language and Literature for International Studies 1 (#0715305)

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

**Course Number:** 0715305

**Abbreviated Title:** LANG/LIT INTSTUDIES1

**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:**

Language and Literature for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. 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:** This course is intended for students who are already proficient in the language.

#### **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
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<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.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>	<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</li> </ol>

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.

## **Language and Literature for International Studies 2 (#0715315)**

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

**Course Number:** 0715315

**Abbreviated Title:** LANG/LIT INTSTUDIES2

**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:**

Language and Literature for International Studies 2 reinforces the fundamental skills acquired by the students in Language and Literature for International Studies 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 Language and Literature for International Studies 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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.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</li> </ol>

	evidence and reasoning presented.
<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>	<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 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> </ol>
<a href="#">LAFS.910.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 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</li> </ol>

- 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.

## **Language and Literature for International Studies 3 Honors (#0715325)**

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

**Course Number:** 0715325

**Abbreviated Title:** LANG/LITINTSTUDIES3H

**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:**

Language and Literature for International Studies 3 provides mastery and expansion of skills acquired by the students in Language and Literature for International Studies 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her

knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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.
	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> </ol>

- 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.

[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.

## **Language and Literature for International Studies 4 Honors (#0715335)**

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

**Course Number:** 0715335

**Abbreviated Title:** LANG/LITINTSTUDIES4H

**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:**

Language and Literature for International Studies 4 expands the skills acquired by the students in Language and Literature for International Studies 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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**

#### **Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her

knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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> </ol>

- 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.

[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.

## **Basketball 2 (#1503315)**

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

**Course Number:** 1503315

**Abbreviated Title:** BASKETBALL 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**Course Level:** 2

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

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Physical Education

### **VERSION DESCRIPTION**

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Content could include but not be limited to:

- fundamental basketball skills (passing, dribbling, shooting, rebounding, and defense).
- instruction in principles of motion
- basketball history
- rules and terminology
- offensive strategies (motion offense, spacing, screening, pick and roll)
- man-to-man defense (positioning, fighting screens, taking charges, help)
- zone defenses (1-2-2, 2-1-2, 2-3, Box and 1, Diamond and 1)
- using data and statistical analysis to enhance game play

### **GENERAL NOTES**

Fitness concepts, as they relate to basketball, will continue to be taught as part of the overall physical education curriculum. Florida Standards for English/Language Arts and Mathematics standards have been aligned to this course. Literacy standards and mathematical practices will be integrated where appropriate.

#### **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).

### VERSION REQUIREMENTS

Students enrolled in this course should have successfully completed Basketball 1. These requirements include, but are not limited to, the benchmarks that are most relevant to this course. Appropriate ELA and Mathematics standards are also included to ensure a comprehensive educational experience.

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.A-REI.4.10:</a>	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<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.

<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.C.2.21:</a>	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.C.2.22:</a>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</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.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<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.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.

<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</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.1.24:</a>	Apply a combination of complex movement patterns in a game setting.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
<a href="#">PE.912.M.1.26:</a>	<p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p>
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies

	and tactics.	
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.	
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.	
<a href="#">PE.912.M.1.34:</a>	Demonstrate use of the mechanical principles as they apply to specific course activities.	
	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>		
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## **American Sign Language 5 Honors (#0717316)**

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

**Course Number:** 0717316

**Abbreviated Title:** AMER SIGN LANG 5 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

### **VERSION DESCRIPTION**

**Major Concepts/Content:** American Sign Language 5 expands the skills acquired by the students in American Sign Language 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational and interpretive skills. There is additional growth in vocabulary for real-life, authentic purposes. Media selections are varied and taken from authentic target language works.

### **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**

#### **Standard 1:**

**Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the

target language.

**Standard 2:**

**Interpretative Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

**Standard 3:**

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 4:**

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

**Standard 5:**

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 6:**

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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.

## **American Sign Language 6 Honors (#0717318)**

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

**Course Number:** 0717318

**Abbreviated Title:** AMER SIGN LANG 6 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

### **VERSION DESCRIPTION**

**Major Concepts/Content:** American Sign Language 6 expands on the communication skills acquired by students in American Sign Language 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) interpretation of works of targeted language writers, while developing an understanding of major literary movements.

### **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**

#### **Standard 1:**

**Interpretive Listening:** The student will be able to understand and interpret information,

concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

**Standard 2:**

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

**Standard 3:**

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 4:**

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

**Standard 5:**

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 6:**

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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.

## **Language and Literature for International Studies 6 Honors (#0715355)**

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

**Course Number:** 0715355

**Abbreviated Title:** LANG/LITINTSTUDIES6H

**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:**

Language and Literature for International Studies 6 expands the skills acquired by the students in Language and Literature for International Studies 5. 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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**

#### **Standard 1:**

**Interpretive Listening:** The student will be able to understand and interpret information,

concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

**Standard 2:**

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

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**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 4:**

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

**Standard 5:**

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 6:**

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8:**

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**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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.

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	expressions, colloquialism, and accents from different countries where the target language
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<a href="#">WL.K12.SU.1.3:</a>	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
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<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.
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<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.

## **Language and Literature for International Studies 7 Honors (#0715365)**

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

**Course Number:** 0715365

**Abbreviated Title:** LANG/LITINTSTUDIES7H

**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:**

Language and Literature for International Studies 7 expands the skills acquired by the students in Language and Literature for International Studies 6. 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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**

#### **Standard 1:**

**Interpretive Listening:** The student will be able to understand and interpret information,

concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

**Standard 2: Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

**Standard 3: Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 4: Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

**Standard 5: Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 6: Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Standard 7: Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8: Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9: Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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.
<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.



## **Language and Literature for International Studies 8 Honors (#0715375)**

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

**Course Number:** 0715375

**Abbreviated Title:** LANG/LITINTSTUDIES8H

**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:**

Language and Literature for International Studies 8 expands the skills acquired by the students in Language and Literature for International Studies 7. 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.

**Special Note:** This course is intended for students who are already proficient in the language.

#### **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**

**Standard 1: Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of

topics in the target language.

**Standard 2: Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

**Standard 3: Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 4: Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

**Standard 5: Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 6: Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Standard 7: Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8: Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9: Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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.
<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.

## **M/J Language and Literature for International Studies 1 (#0710030)**

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

**Course Number:** 0710030

**Abbreviated Title:** M/J L/L INTSTUDIES 1

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J Language and Literature for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. 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. This is a 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 Sunshine State Standards benchmarks.

**Special Note.** This course is intended for students who are already proficient in the language. Course content requirements for the two-course sequence M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) are equivalent to Language and Literature for International Studies 1 (0715305). Course content requirements for the two-course sequence that includes M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) may be equivalent to the two-course sequence Language and Literature for International Studies 1 (0715305) and Language and Literature for International Studies 2 (0715315).

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 Language and Literature for International Studies 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**

### **Standard 1:**

**Interpretive Listening:** *The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.*

### **Standard 2:**

**Interpretive Reading:** *The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.*

### **Standard 3:**

**Interpersonal Communication:** *The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.*

### **Standard 4:**

**Presentational Speaking:** *The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.*

### **Standard 5:**

**Presentational Writing:** *The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.*

### **Standard 6:**

**Culture:** *The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.*

### **Standard 7:**

**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

**Comparisons:** *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

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.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. <ul 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> </ul>
<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>	Write arguments focused on <i>discipline-specific content</i> . <ul 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> </ul>
<a href="#">LAFS.68.WHST.1.2:</a>	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 Language and Literature for International Studies 2 (#0710040)**

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

**Course Number:** 0710040

**Abbreviated Title:** M/J L/L INTSTUDIES 2

**Course Level:** 2

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

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

#### **Major Concepts/Content:**

M/J Language and Literature for International Studies 2 builds upon the language skills and cultural knowledge of native speakers. 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. This is a **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 Sunshine State Standards benchmarks.

**Special Note.** This course is intended for students who are already proficient in the language. Course content requirements for the two-course sequence M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) are equivalent to Language and Literature for International Studies 1 (0715305). Course content requirements for the two-course sequence that includes M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) may be equivalent to the two-course sequence Language and Literature for International Studies 1 (0715305) and Language and Literature for International Studies 2 (0715315).

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 Language and Literature for International Studies 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

### Standard 1:

**Interpretive Listening:** *The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.*

### Standard 2:

**Interpretive Reading:** *The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.*

### Standard 3:

**Interpersonal Communication:** *The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.*

### Standard 4:

**Presentational Speaking:** *The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.*

### Standard 5:

**Presentational Writing:** *The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.*

### Standard 6:

**Culture:** *The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.*

### Standard 7:



**Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*

**Standard 8:**

**Comparisons:** *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*

**Standard 9:**

**Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

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.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.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>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.
<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> </ol>

- 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.

## **Language and Literature for International Studies 5 Honors (#0715345)**

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

**Course Number:** 0715345

**Abbreviated Title:** LANG/LITINTSTUDIES5H

**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:**

Language and Literature for International Studies 5 expands the skills acquired by the students in Language and Literature for International Studies 4. 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.

#### **Special Note:**

This course is intended for students who are already proficient in the language.

#### **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**

#### **Standard 1:**

**Interpretive Listening:** The student will be able to understand and interpret information,

concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

**Standard 2:**

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

**Standard 3:**

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 4:**

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

**Standard 5:**

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

**Standard 6:**

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Standard 7:**

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

**Standard 8:**

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

**Standard 9:**

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**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
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<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.

[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.

[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.

# **JROTC/Physical Education Waiver-Complete JROTC Y1,Y2 & Personal Fitness (#1500470)**

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

**Course Number:** 1500470

**Abbreviated Title:** JROTC/PE WAIVER COMP

**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.

**JROTC/PE/Performing Arts Waiver-HOPE & Personal Fitness/PE  
Elective (#1500480)**

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

**Course Number:** 1500480

**Abbreviated Title:** JROTC/PE/PF WAIVER

**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>

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**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 AVID 6th & Career Planning (#1700115)

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

**Course Number:** 1700115

**Abbreviated Title:** M/J AVID 6TH & C/P

**Course Length:** Year (Y)

**Course Level:** 2

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

### GENERAL NOTES

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### 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 Language Transfer 8-Fourth Year Additional Language (#0703990)

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

**Course Number:** 0703990

**Abbreviated Title:** WORLD LANG TRANS 8

**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.



## **Humanities 1 Honors (#0900305)**

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

**Course Number:** 0900305

**Abbreviated Title:** HUM 1 HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Honors?** Yes

**Course Type:** Elective

**Course Level:** 3

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

**Grade Level(s):** 9,10,11,12

### **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
- 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.

**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>	Explain the contributions of the Byzantine Empire.  <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.
<a href="#">SS.912.W.2.17:</a>	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

	<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, Natural Law Philosophy, Scholasticism.</p>
<p><a href="#">SS.912.H.1.1:</a></p>	<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> <p><b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<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> <p><b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<p><a href="#">SS.912.H.1.3:</a></p>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<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> <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>
<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.2.1:</a></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><a href="#">TH.912.C.1.4:</a></p>	<p>Research and define the physical/visual elements necessary to</p>

create theatrical reality for a specific historical and/or geographical play.

**Remarks/Examples:**

e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level

[TH.912.H.2.1:](#)

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.

[VA.912.H.1.1:](#)

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

[VA.912.H.1.3:](#)

Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

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.1.1:](#)

- 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 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.

<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>	Write arguments focused on <i>discipline-specific content</i> . <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> </ul>

- 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).

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

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="#">LAFS.910.WHST.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.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	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.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **Drawing 1 (#0104335)**

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

**Course Number:** 0104335

**Abbreviated Title:** DRAW 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core

**Course Level:** 2

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

**Grade Level(s):** 9,10,11,12

**Requires a Highly Qualified Teacher (HQT)?** Yes

### **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 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**



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="548 317 1367 443" 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>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</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="548 611 1367 772" 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>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
<a href="#">VA.912.S.1.3:</a>	<p>Interpret and reflect on cultural and historical events to create art.</p> <div data-bbox="548 905 1367 1062" 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.1.4:</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 ideation to resolution.</p> <div data-bbox="548 1392 1367 1549" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p> </div>
<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="548 1640 1367 1797" 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.3.3:</a>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during</p>

	<p>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.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.1.9:</a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</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="#">MAFS.912.G-CO.1.2:</a>	<p>Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>

[MAFS.912.G-CO.4.12:](#)

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

**Remarks/Examples:  
Geometry - Fluency Recommendations**

Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.

[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.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.
<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>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## **Painting 1 (#0104365)**

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

**Course Number:** 0104365

**Abbreviated Title:** PAINT 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core

**Course Level:** 2

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

**Grade Level(s):** 9,10,11,12

**Requires a Highly Qualified Teacher (HQT)?** Yes

### **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 painting. 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.

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).

### **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.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> <div data-bbox="545 949 1367 1108" 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>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</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 ideation to resolution.</p> <div data-bbox="545 1520 1367 1680" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., structural elements of art, organizational principles of design, breadth</p> </div>
<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 1766 1367 1875" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., drawing: complex composition; architectural rendering:</p> </div>

	plans and models; sculpture: carving
<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.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.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>	<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>

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.1.1:](#)

- 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 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.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.2.4:](#)

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.

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

Produce clear and coherent writing in which the development, organization, 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.



## **Ceramics/Pottery 1 (#0102305)**

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

**Course Number:** 0102305

**Abbreviated Title:** CERAM/POT 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core

**Course Level:** 2

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

**Grade Level(s):** 9,10,11,12

**Requires a Highly Qualified Teacher (HQT)?** Yes

### **VERSION DESCRIPTION**

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, 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 ceramics and/or pottery 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

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>	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.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 1031 1367 1192" 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>	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.
<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 1556 1367 1717" 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>	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.

	<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.3.7:</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.1.5:</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.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.1.9:</a>	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</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>

**Remarks/Examples:**

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

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.1.1:](#)

- 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 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.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, 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.

## **Humanities 2 Honors (#0900315)**

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

**Course Number:** 0900315

**Abbreviated Title:** HUM 2 HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Honors?** Yes

**Course Type:** Elective

**Course Level:** 3

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

**Grade Level(s):** 9,10,11,12

### **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
- contributions of major visual and performing arts
- 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.

**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>

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**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.

<p><a href="#">SS.912.H.1.1:</a></p>	<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> <p><b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<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> <p><b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<p><a href="#">SS.912.H.1.3:</a></p>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<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.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> <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>
<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.2.1:</a></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><a href="#">TH.912.C.1.4:</a></p>	<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></p>

	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.1.1:</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<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="#">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,



	<p>concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<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.RH.1.1:</a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<a href="#">LAFS.910.RH.1.2:</a>	<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>
<a href="#">LAFS.910.RH.1.3:</a>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<a href="#">LAFS.910.RH.2.4:</a>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<a href="#">LAFS.910.RH.2.5:</a>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<a href="#">LAFS.910.RH.2.6:</a>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<a href="#">LAFS.910.RH.3.7:</a>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<a href="#">LAFS.910.RH.3.8:</a>	<p>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
<a href="#">LAFS.910.RH.3.9:</a>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<a href="#">LAFS.910.RH.4.10:</a>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
	<p>Write arguments focused on <i>discipline-specific content</i>.</p>
<a href="#">LAFS.910.WHST.1.1:</a>	<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>

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.
<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="#">LAFS.910.WHST.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.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	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.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Creek 1 (#0719300)

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

**Course Number:** 0719300

**Abbreviated Title:** CREEK 1

**Number of Credits:** 1 credit (Maximum of 3 credits)

**Course Length:** Year (Y)

**Course Type:** Elective

**Course Level:** 2

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

**Grade Level(s):** 9,10,11,12

**Requires a Highly Qualified Teacher (HQT)?** Yes

### GENERAL NOTES

#### Major Concepts/Content:

Muscogee (Creek) 1 introduces students to the target language and its culture. The student will develop communicative skills in all three 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

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.

