Florida Course Descriptions for Grades K-12/Adult, Basic Education

Course Descriptions Versions 2021 and 2022

Rule 6A-1.09412
Effective Ocotber 2020

M/J Introduction to Art History (#0100060) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **Clarifications:** e.g., task: voluntary, assigned; time: long-term group project
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.1:	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0100060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Appreciation/History >

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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Art in World Cultures (#0100070) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. **Clarifications:** e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.3:	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0100070

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Appreciation/History >
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

Educator Certifications

M/J Art Transfer (#0100220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
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MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
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MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0100220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

Abbreviated Title: M/J ART TRAN

Course Status: Draft - Course Pending Approval

Introduction to Art History (#0100310) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. 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, textspecific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0100310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Appreciation/History/Criticism >

Abbreviated Title: INTRO TO ART HIST

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Humanities (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Art in World Cultures (#0100320) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **Clarifications:** e.g., belief system, ecology, environment, current visual culture, economy
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.2.5:	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. **Clarifications:** e.g., historical periods, cultures
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate 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, textspecific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0100320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Appreciation/History/Criticism > **Abbreviated Title:** ART IN WRLD CULTURES

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Humanities (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Art History and Criticism 1 Honors (#0100330) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods.

	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate 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, textspecific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0100330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Appreciation/History/Criticism >

Abbreviated Title: ART HIST & CRIT 1 H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Humanities (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Art Transfer (#0100990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0100990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Research / Studio / Theory >
Abbreviated Title: ART TRAN
Course Length: Not Applicable

Course Status: Draft - Course Pending Approval

M/J Exploring Two-Dimensional Art (#0101005) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

	• Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101005

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >
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

Educator Certifications

M/J Two-Dimensional Studio Art 1 (#0101010) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. **Clarifications:** e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **Clarifications:** e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J 2-D STUDIO ART 1
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Two-Dimensional Studio Art 2 (#0101020) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. **Clarifications:** e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **Clarifications:** e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **Clarifications:** e.g., digital, presentation, artworks, video/motion
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J 2-D STUDIO ART 2
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Two-Dimensional Studio Art 2 & Career Planning (#0101025) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. **Clarifications:** e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **Clarifications:** e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0101025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Two-Dimensional Studio Art 3 (#0101026) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. **Clarifications:** e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.3:	Identify art careers that have a financial impact on local communities.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101026

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:**

Art Comprehensive >
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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Exploring Three-Dimensional Art (#0101035) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.
	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.
	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101035

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >
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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Three-Dimensional Studio Art 1 (#0101040) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. **Clarifications:** e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.4:	Explain the purpose of public art in the community.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **Clarifications:** e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J 3-D STUDIO ART 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Three-Dimensional Studio Art 2 (#0101050) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. **Clarifications:** e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **Clarifications:** e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **Clarifications:** e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0101050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J 3-D STUDIO ART 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Three-Dimensional Studio Art 3 (#0101060) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. **Clarifications:** e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K12.EE.1.1:	from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

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

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Visual Art 1 (#0101100) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **Clarifications:** e.g., convey depth, scale
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0101100

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J VISUAL ART 1

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Visual Art 2 (#0101110) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. **Clarifications:** e.g., personal, cultural, historical
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. **Clarifications:** e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations.

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0101110

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J VISUAL ART 2

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Visual Art 3 (#0101120) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.

	Make inferences to support comprehension.
ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artisitic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0101120

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: M/J VISUAL ART 3

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Two-Dimensional Studio Art 1 (#0101300) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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, painting, printmaking, collage, and/or design. 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive > **Abbreviated Title:** 2-D STUDIO ART 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Two-Dimensional Studio Art 2 (#0101310) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources

VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive > **Abbreviated Title:** 2-D STUDIO ART 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Two-Dimensional Studio Art 3 Honors (#0101320) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **Clarifications:** e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **Clarifications:** e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **Clarifications:** e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:**

	e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0101320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >
Abbreviated Title: 2-D STUDIO ART 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Three-Dimensional Studio Art 1 (#0101330) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	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.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: 3-D STUDIO ART 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Three-Dimensional Studio Art 2 (#0101340) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >
Abbreviated Title: 3-D STUDIO ART 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Three-Dimensional Studio Art 3 Honors (#0101350) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.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.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold

making, or working with glass, cement, PVC piping, or structures scaled to human existence. 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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: 3-D STUDIO ART 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Creating Two-Dimensional Art (#0101355) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101355

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: CREATING 2-D ART

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Creating Three-Dimensional Art (#0101365) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101365

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: CREATING 3-D ART

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Fine Craft Studio Art 1 (#0101440) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.6:	Create a timeline for the development of artists' materials to show multiple influences on the use of art media. **Clarifications:** e.g., economic, political, cultural, religious
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.9:	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. **Clarifications:** e.g., enameling, fiber or metal construction, ceramics
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:	• Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.

MA.K12.MTR.6.1:	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101440

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: FIN CFT STUD ART 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Fine Craft Studio Art 2 (#0101450) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **Clarifications:** e.g., belief system, ecology, environment, current visual culture, economy
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.

VA.912.S.3.9:	**Clarifications:** e.g., enameling, fiber or metal construction, ceramics
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0101450

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: FIN CFT STUD ART 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Creative Photography 1 (#0102040) 2022 - And Beyond

Course Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: M/J CREATIVE PHOTO 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)

M/J Creative Photography 2 (#0102050) 2022 - And Beyond

Course Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.2:	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. **Clarifications:** e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3:	Investigate and describe how technology inspires and affects new applications and adaptations in art.
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **Clarifications:** e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.1:	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.

MA.K12.MTR.2.1:	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems.

	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: M/J CREATIVE PHOTO 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)

Ceramics/Pottery 1 (#0102300) 2022 - And Beyond

Course Standards

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	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.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore how 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Ceramics / Pottery >

Abbreviated Title: CERAM/POT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 1 (#0102305) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 craftmanship 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Ceramics / Pottery > **Abbreviated Title:** CERAM/POT 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 2 (#0102310) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. 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. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Ceramics / Pottery >
Abbreviated Title: CERAM/POT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Ceramics/Pottery 3 Honors (#0102320) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.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.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected 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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Ceramics / Pottery >

Abbreviated Title: CERAM/POT 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Arts Collaboration: Designing Solutions for Art, Work, and Life Honors (#0102340) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.3:	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. **Clarifications:** e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0102340

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Abbreviated Title: ART COLLAB DSGN HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

M/J Digital Art & Design 1 (#0103000) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.3:	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. **Clarifications:** e.g., personal, cultural, historical
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **Clarifications:** e.g., convey depth, scale
VA.68.F.2.1:	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
VA.68.F.3.4:	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
VA.68.H.1.2:	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2:	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **Clarifications:** e.g., digital, presentation, artworks, video/motion
VA.68.S.1.4:	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0103000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

Abbreviated Title: M/J DIG ART & DES 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

M/J Digital Art & Design 2 (#0103010) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.2:	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.3.3:	Use analytical skills to understand meaning and explain connections with other contexts.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Clarifications:** e.g., potential to transfer and incorporate technological applications
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **Clarifications:** e.g., convey depth, scale
VA.68.F.2.2:	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. **Clarifications:** e.g., exhibition, sale of art products, technology, entertainment
VA.68.F.3.3:	Collaborate with peers to complete an art task and develop leadership skills. **Clarifications:** e.g., task: voluntary, assigned; time: long-term group project
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.3:	Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Clarifications:** e.g., private, public, and personal art collections
VA.68.H.3.1:	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.O.1.1:	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.3.1:	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. **Clarifications:** e.g., digital, presentation, artworks, video/motion
VA.68.S.1.2:	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.1:	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

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GENERAL INFORMATION

Course Number: 0103010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

Abbreviated Title: M/J DIG ART & DES 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Art (Elementary and Secondary Grades K-12)

M/J Digital Art and Design 3 (#0103020) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.1.2:	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.C.3.4:	Compare the uses for artwork and utilitarian objects to determine their significance in society.
VA.68.F.1.2:	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **Clarifications:** e.g., convey depth, scale
VA.68.F.2.4:	Present research on the works of local artists and designers to understand the significance of art in the community.
VA.68.F.2.5:	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
VA.68.F.3.1:	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.2:	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.H.1.4:	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.68.H.2.2:	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.3.2:	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. **Clarifications:** e.g., identify facts, ideas, problem-solving skills
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4:	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.68.O.2.1:	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.3:	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.3.2:	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.3:	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.68.S.2.1:	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.3.2:	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3:	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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GENERAL INFORMATION

Course Number: 0103020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

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

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Drawing 1 (#0104335) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104335

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting >
Abbreviated Title: DRAW 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Drawing 1 (#0104340) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting >
Abbreviated Title: DRAW 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Drawing 2 (#0104350) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources

VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting > **Abbreviated Title:** DRAW 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Drawing 3 Honors (#0104360) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **Clarifications:** e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **Clarifications:** e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **Clarifications:** e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:**

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:**

	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting >

Abbreviated Title: DRAW 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Painting 1 (#0104365) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0104365

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting >

Abbreviated Title: PAINT 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Painting 1 (#0104370) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting >

Abbreviated Title: PAINT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Painting 2 (#0104380) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources

	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	**Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
VA.912.S.3.8:	**Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	**Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	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.
VA.912.S.3.12:	**Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting > **Abbreviated Title:** PAINT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Painting 3 Honors (#0104390) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **Clarifications:** e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **Clarifications:** e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **Clarifications:** e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:**

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:**

	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting > **Abbreviated Title:** PAINT 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Figure Drawing (#0104410) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0104410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Drawing / Painting >
Abbreviated Title: FIG DRAW

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Film 1 (#0107410) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0107410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: FILM 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Film 2 (#0107420) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:**

e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0107420

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >
Abbreviated Title: FILM 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Film 3 Honors (#0107430) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	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.

VA.912.S.3.12:	**Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.

	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0107430

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: FILM 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 1 (#0107440) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0107440

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: VISUAL TECH 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 2 (#0107450) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:**

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0107450

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >
Abbreviated Title: VISUAL TECH 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Visual Technology 3 Honors (#0107460) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0107460

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography >

Abbreviated Title: VISUAL TECH 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)

Creative Photography 1 (#0108310) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:	• Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.

MA.K12.MTR.6.1:	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation,

compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0108310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography > **Abbreviated Title:** CREATIVE PHOTO 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Creative Photography 2 (#0108320) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	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.
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

VA.912.S.3.4:	**Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0108320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography > **Abbreviated Title:** CREATIVE PHOTO 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Creative Photography 3 Honors (#0108330) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0108330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Photography > **Abbreviated Title:** CREATIVE PHOTO 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Digital Art Imaging 1 (#0108370) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0108370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

Abbreviated Title: DIGITAL ART IMG 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Digital Art Imaging 2 (#0108380) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. **Clarifications:** e.g., information literacy; media
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:**

e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0108380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

Abbreviated Title: DIGITAL ART IMG 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Digital Art Imaging 3 Honors (#0108390) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3:	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.1:	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.4:	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.1:	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. **Clarifications:** e.g., presentation software, video, sound, open-access collaborative web applications
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.5:	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. **Clarifications:** e.g., snapshot vs. photograph, drawing vs. digital mark-making
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0108390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Digital Arts >

Abbreviated Title: DIGITAL ART IMG 3 H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art (Elementary and Secondary Grades K-12)

Portfolio Development: Drawing-Honors (#0109310) 2022 -

And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.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.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.

	• Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0109310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Portfolio >

Abbreviated Title: PORT DEV: DRAW HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Portfolio Development: Two-Dimensional Design Honors (#0109320) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.4:	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.10:	Apply rules of convention to create purposeful design. **Clarifications:** e.g., exhibition guidelines, environmental concerns, required information, digital application
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.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.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.8:	Use technology to simulate art-making processes and techniques. **Clarifications:** e.g., drawing subtleties, watercolor painting techniques
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0109320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Portfolio >

Abbreviated Title: PORT DEV: 2D DES HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Portfolio Development: Three-Dimensional Design Honors (#0109330) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.5:	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6:	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.5:	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.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.2.2:	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.6:	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. **Clarifications:** e.g., historical periods, cultures
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.2.3:	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.5:	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6:	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

	Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0109330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Portfolio >

Abbreviated Title: PORT DEV: 3D DES HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Printmaking 1 (#0110300) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6:	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. **Clarifications:** e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.3.2:	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. **Clarifications:** e.g., facts, ideas, solutions, brainstorming, field testing
VA.912.O.1.1:	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.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.3:	Interpret and reflect on cultural and historical events to create art. **Clarifications:** e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital

VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0110300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Printmaking >
Abbreviated Title: PRINTMG 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)
Graphic Arts (Secondary Grades 7-12)

Sculpture 1 (#0111310) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.4:	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. **Clarifications:** e.g., symbolism, spatial relationship
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.1:	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.1:	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. **Clarifications:** e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.1:	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.H.1.2:	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.1:	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.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.2.1:	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0111310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Sculpture > **Abbreviated Title:** SCULPT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Sculpture 2 (#0111320) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.2:	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. **Clarifications:** e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.H.1.4:	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. **Clarifications:** e.g., patron, corporate collections
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.2:	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.3.1:	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. **Clarifications:** e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0111320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Sculpture > **Abbreviated Title:** SCULPT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Sculpture 3 Honors (#0111330) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.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.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0111330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Sculpture >

Abbreviated Title: SCULPT 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Art 1 (#0114800) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.7:	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4:	Use analytical skills to examine issues in non-visual art contexts. **Clarifications:** e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. **Clarifications:** e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.7:	Research and report technological developments to identify influences on society. **Clarifications:** e.g., Camera Obscura, digital media
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.1:	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.1:	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.4:	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. **Clarifications:** e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. **Clarifications:** e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed
VA.912.S.1.9:	Use diverse media and techniques to create paintings that represent various genres and schools of painting. **Clarifications:** e.g., wet media, technology
VA.912.S.2.3:	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5:	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources

VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0114800

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Research / Studio / Theory >
Abbreviated Title: FL PRE-IB ART 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Art 2 (#0114810) 2022 - And Beyond

Course Standards

Name	Description
VA.912.C.1.1:	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2:	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.2.3:	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4:	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.F.1.3:	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.2.3:	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.6:	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7:	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8:	Describe community resources to preserve, restore, exhibit, and view works of art.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.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.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. **Clarifications:** e.g., statuary
VA.912.H.3.3:	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. **Clarifications:** e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
VA.912.O.1.3:	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5:	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
VA.912.O.2.2:	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.3.2:	Create a series of artworks to inform viewers about personal opinions and/or current issues.
VA.912.S.1.1:	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.2.4:	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3:	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. **Clarifications:** e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.11:	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

	Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0114810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Research / Studio / Theory >
Abbreviated Title: FL PRE-IB ART 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Art Education (Secondary Grades 7-12)
Art (Elementary and Secondary Grades K-12)

Art – Grade Kindergarten (#5001010) 2022 - And Beyond

Course Standards

Name	Description
VA.K.C.1.1:	Create and share personal works of art with others.
VA.K.C.2.1:	Describe personal choices made in the creation of artwork.
VA.K.C.2.2:	Identify media used by self or peers.
VA.K.F.1.1:	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2:	Identify real and imaginary subject matter in works of art.
VA.K.F.2.1:	Describe where art ideas or products can be found in stores.
VA.K.F.3.1:	Create artwork that communicates an awareness of self as part of the community.
VA.K.H.1.1:	Describe art from selected cultures and places.
VA.K.H.1.2:	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3:	Explain how art-making can help people express ideas and feelings.
VA.K.H.2.1:	Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2:	Explore everyday objects that have been designed and created by artists. **Clarifications:** e.g., artwork, utilitarian objects
VA.K.H.2.3:	Describe where artwork is displayed in school or other places.
VA.K.H.3.1:	Express ideas related to non-art content areas through personal artworks. **Clarifications:** e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
VA.K.O.2.1:	Generate ideas and images for artworks based on memory, imagination, and experiences.
VA.K.O.3.1:	Create works of art to document experiences of self and community.
VA.K.S.1.1:	Explore art processes and media to produce artworks. **Clarifications:** e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
VA.K.S.1.2:	Produce artwork influenced by personal decisions and ideas.
VA.K.S.2.1:	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.1:	Develop skills and techniques to create with two- and/or three- dimensional media. **Clarifications:** e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.2:	Practice skills to develop craftsmanship.
VA.K.S.3.3:	Handle art tools and media safely in the art room.
VA.K.S.3.4:	Identify artwork that belongs to others and represents their ideas.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
SC.K.P.9.1:	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Injury to self and/or others.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 5001010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >

Abbreviated Title: Art – GRADE K

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Art - Grade 1 (#5001020) 2022 - And Beyond

Course Standards

Name	Description
VA.1.C.1.1:	Create and discuss works of art that convey personal interests.
VA.1.C.1.2:	Gather clues to help interpret and reflect on works of art.
VA.1.C.2.1:	Describe visual imagery used to complete artwork.
VA.1.C.2.2:	Use various media or techniques to learn how changes affect the completed artwork.
VA.1.C.3.1:	Identify vocabulary that is used in both visual art and other contexts. **Clarifications:** e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
VA.1.C.3.2:	Distinguish between artwork, utilitarian objects, and objects from nature.
VA.1.F.1.1:	Use various art media and real or imaginary choices to create artwork.
VA.1.F.1.2:	Identify how classmates solve artistic problems.
VA.1.F.2.1:	Explain how artists impact the appearance of items for sale in stores.
VA.1.F.3.1:	Describe the use of art to share community information.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. **Clarifications:** e.g., set-up, clean-up, use of materials
VA.1.H.1.1:	Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.2:	Discuss suitable behavior expected of audience members. **Clarifications:** e.g., museum visits, artist presentations, school programs, assemblies
VA.1.H.1.3:	Describe ways in which artists use their work to share knowledge and life experiences.
VA.1.H.2.1:	Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.2:	Identify objects of art that are used every day for utilitarian purposes. **Clarifications:** e.g., plates, clothing, teapots
VA.1.H.2.3:	Identify places in which artworks may be viewed by others. **Clarifications:** e.g., museums, schools, businesses
VA.1.H.3.1:	Identify connections between visual art and other content areas. **Clarifications:** e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
VA.1.O.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.1.O.2.1:	Create imagery and symbols to express thoughts and feelings.
VA.1.O.3.1:	Use personal symbols in artwork to document surroundings and community.
VA.1.S.1.1:	Experiment with art processes and media to express ideas. **Clarifications:** e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
VA.1.S.1.2:	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. **Clarifications:** e.g., media-specific techniques
VA.1.S.1.3:	Create works of art to tell a personal story.
VA.1.S.1.4:	Use accurate art vocabulary to communicate ideas about art.
VA.1.S.2.1:	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2:	Describe the steps used in art production.
VA.1.S.3.1:	Practice skills and techniques to create with two- and/or three-dimensional media. **Clarifications:** e.g., eye-hand coordination, fine-motor skills
VA.1.S.3.2:	Discuss the qualities of good craftsmanship.
VA.1.S.3.3:	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4:	Identify and be respectful of artwork that belongs to others and represents their ideas. **Clarifications:** e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:	• Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.

MA.K12.MTR.6.1:	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.C.2.4:	Recognize health consequences for not following rules. **Clarifications:** Injuries, arguments, hurt feelings, and pollution.
SC.1.L.14.1:	Make observations of living things and their environment using the five senses.
SS.1.A.2.1:	Understand history tells the story of people and events of other times and places.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5001020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >
Abbreviated Title: Art - Grade 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Art - Grade 2 (#5001030) 2022 - And Beyond

Course Standards

Name	Description
VA.2.C.1.1:	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2:	Reflect on and discuss various possible meanings in works of art.
VA.2.C.2.1:	Use appropriate decision-making skills to meet intended artistic objectives.
VA.2.C.2.2:	Identify skillful techniques used in works by peers and others. **Clarifications:** e.g., painting, drawing, clay, collage, printmaking techniques
VA.2.C.2.3:	Use suggestions from others to modify the structural elements of art.
VA.2.C.3.1:	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2:	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
VA.2.F.1.1:	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2:	Explore the advantages of having multiple solutions to solve an artistic problem.
VA.2.F.2.1:	Identify work created by artists and designers. **Clarifications:** e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
VA.2.F.3.1:	Describe the use of art to promote events within the school or community.
VA.2.F.3.2:	Work with peers to complete a task in art.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.
VA.2.H.1.1:	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.H.2.1:	Identify differences or similarities in artworks across time and culture.
VA.2.H.2.2:	Identify objects from everyday life that have been designed and created using artistic skills. **Clarifications:** e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
VA.2.H.2.3:	Identify the physical features or characteristics of artworks displayed in the community.
VA.2.H.3.1:	Describe connections made between creating with art ideas and creating with information from other content areas. **Clarifications:** e.g., shapes and math, color mixing and science
VA.2.O.1.1:	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.2.O.2.1:	Use personal experience to convey meaning or purpose in creating artworks.
VA.2.O.3.1:	Create personally meaningful works of art to document and explain ideas about local and global communities.
VA.2.S.1.1:	Experiment with tools and techniques as part of art-making processes. **Clarifications:** e.g., brush for details, fiber, series of prints, mixed media, clay
VA.2.S.1.2:	Use diverse resources to inspire expression of personal ideas and experiences in works of art. **Clarifications:** e.g., media, new technology
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4:	Use accurate art vocabulary to discuss art.
VA.2.S.2.1:	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2:	Follow sequential procedures focused on art production.
VA.2.S.3.1:	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. **Clarifications:** e.g., eye-hand coordination, fine-motor skills
VA.2.S.3.2:	Demonstrate growth in craftsmanship through purposeful practice. **Clarifications:**
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4:	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. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **Clarifications:** Walking not running, waiting your turn, and following traffic laws.
SC.2.N.1.5:	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5001030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >
Abbreviated Title: Art – Grade 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Art – Intermediate 1 (#5001040) 2022 - And Beyond

Course Standards

Name	Description
VA.3.C.1.1:	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2:	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2.1:	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2:	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3:	Use constructive criticism to improve artwork.
VA.3.C.3.1:	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.C.3.2:	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3:	Explain the similarities and differences between artworks and utilitarian objects.
VA.3.F.1.1:	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2:	Explore the effects and merits of different solutions to solve an artistic problem.
VA.3.F.2.1:	Identify places where artists or designers have made an impact on the community.
VA.3.F.3.1:	Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2:	Collaborate to complete a task in art. **Clarifications:** e.g., mural, mosaic
VA.3.F.3.3:	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
VA.3.H.1.1:	Describe cultural similarities and differences in works of art.
VA.3.H.1.2:	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
VA.3.H.2.1:	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2:	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3:	Describe various venues in which artwork is on display for public viewing. **Clarifications:** e.g., museums, galleries, restaurants, virtual tours
VA.3.H.3.1:	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
VA.3.O.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.O.3.1:	Use symbols, visual language, and/or written language to document self or others.
VA.3.S.1.1:	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2:	Use diverse resources to inspire artistic expression and achieve varied results. **Clarifications:** e.g., media center, technology, print materials
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures. **Clarifications:** e.g., concepts, technique, media, subject matter
VA.3.S.1.4:	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.2.1:	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2:	Follow procedures, focusing on the art-making process.
VA.3.S.3.1:	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2:	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3:	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4:	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.3.P.8.3:	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 5001040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >

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

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Art – Intermediate 2 (#5001050) 2022 - And Beyond

Course Standards

Name	Description
VA.4.C.1.1:	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2:	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
VA.4.C.2.1:	Revise artworks to meet established criteria. **Clarifications:** e.g., criteria set by teacher, student, or both
VA.4.C.2.2:	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3:	Develop and support ideas from various resources to create unique artworks.
VA.4.C.3.1:	Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2:	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
VA.4.C.3.3:	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
VA.4.F.1.1:	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2:	Examine and apply creative solutions to solve an artistic problem.
VA.4.F.2.1:	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2:	Identify the work of local artists to become familiar with art-making careers.
VA.4.F.3.1:	Create art to promote awareness of school and/or community concerns. **Clarifications:** e.g., poster, billboard
VA.4.F.3.2:	Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
VA.4.H.1.1:	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2:	Identify suitable behavior for various art venues and events.
VA.4.H.1.3:	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4:	Identify and practice ways of showing respect for one's own and others' personal works of art.
VA.4.H.2.1:	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2:	Identify differences between artworks and utilitarian objects.
VA.4.H.2.3:	Identify reasons to display artwork in public places. **Clarifications:** e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
VA.4.H.3.1:	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. **Clarifications:** e.g., identify facts, ideas, solutions
VA.4.O.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.O.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
VA.4.O.3.1:	Apply meaning and relevance to document self or others visually in artwork. **Clarifications:** e.g., personal ideas, observations
VA.4.S.1.1:	Manipulate tools and materials to achieve diverse effects in personal works of art. **Clarifications:** e.g., charcoal, colored pencil, block printing: reduction, stencil
VA.4.S.1.2:	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3:	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4:	Use accurate art vocabulary to discuss works of art and the creative process.
VA.4.S.2.1:	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2:	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
VA.4.S.3.1:	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2:	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3:	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4:	Discuss the importance of copyright law in regard to the creation and production of art. **Clarifications:** e.g., plagiarism, appropriation from the Internet and other sources
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	• Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5001050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >
Abbreviated Title: Art – INTERM 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

Art - Intermediate 3 (#5001060) 2022 - And Beyond

Course Standards

Name	Description
VA.5.C.1.1:	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2:	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3:	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
VA.5.C.2.1:	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2:	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3:	Apply established criteria to the art-making process to measure artistic growth. **Clarifications:** e.g., criteria set by teacher, student, or both
VA.5.C.2.4:	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
VA.5.C.3.1:	Use the structural elements of art and organizational principles of design when engaged in art criticism.
VA.5.C.3.2:	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. **Clarifications:** e.g., inference from color, line, shape, form
VA.5.C.3.3:	Critique works of art to understand the content and make connections with other content areas. **Clarifications:** e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
VA.5.F.1.1:	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
VA.5.F.1.2:	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
VA.5.F.2.1:	Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2:	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3:	Discuss contributions that artists make to society.
VA.5.F.3.1:	Create artwork to promote public awareness of community and/or global concerns.
VA.5.F.3.2:	Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3:	Work collaboratively with others to complete a task in art and show leadership skills.
VA.5.F.3.4:	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. **Clarifications:** e.g., reasonable timeframe established by teacher, adjusted as needed
VA.5.H.1.1:	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2:	Use suitable behavior as a member of an art audience.
VA.5.H.1.3:	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4:	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
VA.5.H.2.1:	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2:	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3:	Discuss artworks found in public venues to identify the significance of the work within the community.
VA.5.H.3.1:	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. **Clarifications:** e.g., identify facts, ideas, solutions
VA.5.O.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2:	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3:	Explain how creative and technical ability is used to produce a work of art.
VA.5.O.2.1:	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. **Clarifications:** e.g., knowledge, empathy, technique, artistic choices, symbolic choices
VA.5.O.2.2:	Use a variety of sources for ideas to resolve challenges in creating original works.
VA.5.O.3.1:	Create meaningful and unique works of art to effectively communicate and document a personal voice.
VA.5.S.1.1:	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. **Clarifications:** e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
VA.5.S.1.2:	Use media, technology, and other resources to inspire personal art-making decisions. **Clarifications:** e.g., books, magazines, Internet, cameras, art visuals
VA.5.S.1.3:	Create artworks to depict personal, cultural, and/or historical themes. **Clarifications:** e.g., woven mats, clay dolls, quilts
VA.5.S.1.4:	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
VA.5.S.2.1:	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

VA.5.S.2.2:	Identify sequential procedures to engage in art production. **Clarifications:** e.g., safety procedures, media processes, organizational procedures
VA.5.S.2.3:	Visualize the end product to justify artistic choices of tools, techniques, and processes.
VA.5.S.3.1:	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
VA.5.S.3.2:	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3:	Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4:	Use ethical standards, including copyright laws, when producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5001060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >
Abbreviated Title: Art – INTERM 3
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Art Education (Elementary Grades 1-6)
Art (Elementary and Secondary Grades K-12)

M/J Computer Science Discoveries (#0200000) 2022 - And Beyond

Course Standards

Name	Description
SC.68.CS-CC.1.1:	Demonstrate an ability to communicate appropriately through various online tools.
SC.68.CS-CC.1.2:	Apply productivity and or multimedia tools for local and global group collaboration.
SC.68.CS-CC.1.3:	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
SC.68.CS-CP.2.1:	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.2.2:	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
SC.68.CS-CP.2.3:	Develop problem solutions using a block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.2.4:	Develop problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.3.1:	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.2:	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
SC.68.CS-CP.3.3:	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
SC.68.CS-CS.1.1:	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
SC.68.CS-CS.1.2:	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
SC.68.CS-CS.1.3:	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
SC.68.CS-CS.1.4:	Interact with content-specific models and simulations to support learning, research and problem solving (e.g., immigration, international trade, invasive species).
SC.68.CS-CS.2.2:	Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.
SC.68.CS-CS.2.4:	Organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.
SC.68.CS-CS.2.5:	Decompose a problem and create a function for one of its parts at a time (e.g., video game, robot obstacle course, making dinner), individually and collaboratively.
SC.68.CS-CS.2.6:	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
SC.68.CS-CS.2.7:	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
SC.68.CS-CS.2.8:	Recognize that boundaries need to be taken into account for an algorithm to produce correct results.
SC.68.CS-CS.2.9:	Identify simple data types and data structures.
SC.68.CS-CS.2.10:	Recognize that more than one algorithm can solve a given problem.
SC.68.CS-CS.2.11:	Predict outputs while showing an understanding of inputs.
SC.68.CS-CS.2.12:	Select the 'best' algorithm based on a given criteria (e.g., time, resource, and accessibility) to solve a problem, individually and collaboratively.
SC.68.CS-CS.2.13:	Explore a problem domain using iterative development and debugging.
SC.68.CS-CS.2.14:	Perform program tracing to predict the behavior of programs.
SC.68.CS-CS.3.1:	Explain why different file types exist (e.g., formats for word processing, images, music, and three-dimensional drawings).
SC.68.CS-CS.3.2:	Identify the kinds of content associated with different file types.
SC.68.CS-CS.3.3:	Integrate information from multiple file formats into a single artifact.
SC.68.CS-CS.4.1:	Identify and describe the function of the main internal parts of a basic computing device (e.g., motherboard, hard drive, Central Processing Unit -CPU).
SC.68.CS-CS.4.2:	Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g., user interface, IO device management, task management).
SC.68.CS-CS.4.3:	Describe the relationships between hardware and software (e.g., BIOS, operating systems and firmware).
SC.68.CS-CS.4.4:	Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, and a smart room).
SC.68.CS-CS.4.5:	Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem (e.g., power, connections, application window or toolbar, cables, ports, network resources, video, and sound).
SC.68.CS-CS.4.6:	Describe the essential characteristics of a software artifact.
SC.68.CS-CS.4.7:	Describe the major components and functions of computer systems and networks.
SC.68.CS-CS.4.8:	Identify software used to support specialized forms of human-computer interaction.
SC.68.CS-CS.6.1:	Explain why some tasks can be accomplished more easily by computers.
SC.68.CS-CS.6.2:	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
SC.68.CS-CS.6.3:	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
SC.68.CS-CS.6.4:	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
SC.68.CS-CS.6.5:	Identify factors that distinguish humans from machines.
SC.68.CS-CS.6.6:	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
SC.68.CS-PC.1.1:	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
SC.68.CS-PC.1.2:	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
SC.68.CS-PC.1.3:	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.68.CS-PC.1.4:	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
SC.68.CS-PC.2.1:	Analyze the positive and negative impacts of computing, social networking and web technologies on human culture.
SC.68.CS-PC.2.2:	Explain the possible consequences of cyberbullying and inappropriate use of social media on personal life and society.

SC.68.CS-PC.2.3:	Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
SC.68.CS-PC.2.4:	Describe how the unequal net-neutrality and distribution of computing resources in a global economy raises issues of equity, access, and power.
SC.68.CS-PC.2.5:	Describe ways in which adaptive technologies can assist users with special needs to function in their daily lives.
SC.68.CS-PC.2.6:	Identify and discuss the technology skills needed in the workplace.
SC.68.CS-PC.2.7:	Interpret writings and/or communications which use developmentally appropriate terminology.
SC.68.CS-PC.2.8:	Identify interdisciplinary careers that are enhanced by computer science.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching *how to learn* are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work they way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-19/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: M/J COMP SCI DISC

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

M/J Computer Science Discoveries 1 (#0200010) 2022 - And Beyond

Course Standards

Name	Description
SC.68.CS-CC.1.1:	Demonstrate an ability to communicate appropriately through various online tools.
SC.68.CS-CC.1.2:	Apply productivity and or multimedia tools for local and global group collaboration.
SC.68.CS-CC.1.3:	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
SC.68.CS-CP.2.1:	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.2.2:	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
SC.68.CS-CP.2.3:	Develop problem solutions using a block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.2.4:	Develop problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
SC.68.CS-CP.3.1:	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.2:	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
SC.68.CS-CP.3.3:	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
SC.68.CS-CS.1.1:	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
SC.68.CS-CS.1.2:	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
SC.68.CS-CS.1.3:	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
SC.68.CS-CS.2.5:	Decompose a problem and create a function for one of its parts at a time (e.g., video game, robot obstacle course, making dinner), individually and collaboratively.
SC.68.CS-CS.2.6:	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
SC.68.CS-CS.2.7:	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
SC.68.CS-CS.2.8:	Recognize that boundaries need to be taken into account for an algorithm to produce correct results.
SC.68.CS-CS.2.10:	Recognize that more than one algorithm can solve a given problem.
SC.68.CS-CS.2.11:	Predict outputs while showing an understanding of inputs.
SC.68.CS-CS.2.13:	Explore a problem domain using iterative development and debugging.
SC.68.CS-CS.6.1:	Explain why some tasks can be accomplished more easily by computers.
SC.68.CS-CS.6.2:	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
SC.68.CS-CS.6.3:	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
SC.68.CS-CS.6.4:	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
SC.68.CS-CS.6.5:	Identify factors that distinguish humans from machines.
SC.68.CS-CS.6.6:	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
SC.68.CS-PC.1.1:	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
SC.68.CS-PC.1.2:	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
SC.68.CS-PC.1.3:	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.68.CS-PC.1.4:	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
SC.68.CS-PC.2.1:	Analyze the positive and negative impacts of computing, social networking and web technologies on human culture.
SC.68.CS-PC.2.2:	Explain the possible consequences of cyberbullying and inappropriate use of social media on personal life and society.
SC.68.CS-PC.2.3:	Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
SC.68.CS-PC.2.8:	Identify interdisciplinary careers that are enhanced by computer science.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

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VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

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OVERVIEW AND GOALS

Computer Science Discoveries 1 introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a

tool for exploration and expression.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching *how to learn* are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work they way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Computer Education > **SubSubject:** General >
Abbreviated Title: M/J COMP SCI DISC 1
Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

M/J Computer Science Discoveries 2 (#0200020) 2022 - And Beyond

Course Standards

Name	Description
SC.68.CS-CC.1.3:	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
SC.68.CS-CP.2.1:	Develop problem solutions using visual representations of problem states, structures and data.
SC.68.CS-CP.2.2:	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
SC.68.CS-CP.3.1:	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
SC.68.CS-CP.3.2:	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
SC.68.CS-CP.3.3:	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
SC.68.CS-CS.1.1:	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
SC.68.CS-CS.1.2:	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
SC.68.CS-CS.1.3:	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
SC.68.CS-CS.1.4:	Interact with content-specific models and simulations to support learning, research and problem solving (e.g., immigration, international trade, invasive species).
SC.68.CS-CS.2.2:	Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.
SC.68.CS-CS.2.4:	Organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.
SC.68.CS-CS.2.6:	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
SC.68.CS-CS.2.7:	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
SC.68.CS-CS.2.9:	Identify simple data types and data structures.
SC.68.CS-CS.2.12:	Select the 'best' algorithm based on a given criteria (e.g., time, resource, and accessibility) to solve a problem, individually and collaboratively.
SC.68.CS-CS.2.13:	Explore a problem domain using iterative development and debugging.
SC.68.CS-CS.2.14:	Perform program tracing to predict the behavior of programs.
SC.68.CS-CS.3.1:	Explain why different file types exist (e.g., formats for word processing, images, music, and three-dimensional drawings).
SC.68.CS-CS.3.2:	Identify the kinds of content associated with different file types.
SC.68.CS-CS.3.3:	Integrate information from multiple file formats into a single artifact.
SC.68.CS-CS.4.1:	Identify and describe the function of the main internal parts of a basic computing device (e.g., motherboard, hard drive, Central Processing Unit -CPU).
SC.68.CS-CS.4.2:	Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g., user interface, IO device management, task management).
SC.68.CS-CS.4.3:	Describe the relationships between hardware and software (e.g., BIOS, operating systems and firmware).
SC.68.CS-CS.4.4:	Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, and a smart room).
SC.68.CS-CS.4.5:	Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem (e.g., power, connections, application window or toolbar, cables, ports, network resources, video, and sound).
SC.68.CS-CS.4.6:	Describe the essential characteristics of a software artifact.
SC.68.CS-CS.4.7:	Describe the major components and functions of computer systems and networks.
SC.68.CS-CS.4.8:	Identify software used to support specialized forms of human-computer interaction.
SC.68.CS-CS.6.1:	Explain why some tasks can be accomplished more easily by computers.
SC.68.CS-CS.6.2:	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
SC.68.CS-CS.6.3:	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
SC.68.CS-CS.6.4:	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
SC.68.CS-CS.6.5:	Identify factors that distinguish humans from machines.
SC.68.CS-CS.6.6:	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
SC.68.CS-PC.1.1:	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
SC.68.CS-PC.1.2:	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
SC.68.CS-PC.1.3:	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.68.CS-PC.1.4:	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
SC.68.CS-PC.2.4:	Describe how the unequal net-neutrality and distribution of computing resources in a global economy raises issues of equity, access, and power.
SC.68.CS-PC.2.5:	Describe ways in which adaptive technologies can assist users with special needs to function in their daily lives.
SC.68.CS-PC.2.6:	Identify and discuss the technology skills needed in the workplace.
SC.68.CS-PC.2.7:	Interpret writings and/or communications which use developmentally appropriate terminology.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students

authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries 2 introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching *how to learn* are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work they way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Computer Education > **SubSubject:** General >
Abbreviated Title: M/J COMP SCI DISC 2
Course Length: Semester (S)

Course Type: Elective Course
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

M/J Computer Education Transfer (#0200220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

QUALIFICATIONS

NA

GENERAL INFORMATION

Course Number: 0200220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Computer Education > **SubSubject:** General >
Abbreviated Title: M/J CPTR TRAN
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Computer Science Discoveries (#0200305) 2022 - And Beyond

Course Standards

Name	Description
SC.912.CS-CC.1.1:	Evaluate modes of communication and collaboration.
SC.912.CS-CC.1.2:	Select appropriate tools within a project environment to communicate with project team members.
SC.912.CS-CC.1.4:	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).
SC.912.CS-CC.1.5:	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.
SC.912.CS-CC.1.6:	Identify how collaboration influences the design and development of software artifacts.
SC.912.CS-CC.1.7:	Evaluate program designs and implementations written by others for readability and usability.
SC.912.CS-CP.1.1:	Evaluate effective uses of Boolean logic (e.g., using "not", "or", "and") to refine searches for individual and collaborative projects.
SC.912.CS-CP.1.2:	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, and simulations).
SC.912.CS-CP.1.3:	Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
SC.912.CS-CP.1.4:	Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.
SC.912.CS-CP.2.1:	Explain the program execution process (by an interpreter and in CPU hardware).
SC.912.CS-CP.2.4:	Facilitate programming solutions using application programming interfaces (APIs) and libraries.
SC.912.CS-CP.2.5:	Explain the role of an API in the development of applications and the distinction between a programming language's syntax and the API.
SC.912.CS-CP.2.6:	Describe a variety of commonly used programming languages.
SC.912.CS-CP.2.7:	Classify programming languages by paradigm and application domain (e.g., imperative, functional, and logic languages) and evaluate their application to domains such as web programming, symbolic processing and data/numerical processing.
SC.912.CS-CP.3.1:	Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).
SC.912.CS-CP.3.2:	Create mobile computing applications and/or dynamic web pages through the use of a variety of design and development tools, programming languages, and mobile devices/emulators.
SC.912.CS-CS.1.1:	Analyze data and identify real-world patterns through modeling and simulation.
SC.912.CS-CS.1.2:	Formulate, refine, and test scientific hypotheses using models and simulations.
SC.912.CS-CS.1.3:	Explain how data analysis is used to enhance the understanding of complex natural and human systems.
SC.912.CS-CS.1.4:	Compare techniques for analyzing massive data collections.
SC.912.CS-CS.1.5:	Represent and understand natural phenomena using modeling and simulation.
SC.912.CS-CS.2.2:	Describe the concept of parallel processing as a strategy to solve large problems.
SC.912.CS-CS.2.4:	Divide a complex problem into simpler parts by using the principle of abstraction to manage complexity (i.e., by using searching and sorting as abstractions) using predefined functions and parameters, classes, and methods.
SC.912.CS-CS.2.5:	Evaluate classical algorithms and implement an original algorithm.
SC.912.CS-CS.2.6:	Evaluate various data types and data structures.
SC.912.CS-CS.2.9:	Evaluate ways to characterize how well algorithms perform and that two algorithms can perform differently for the same task.
SC.912.CS-CS.2.10:	Design and implement a simple simulation algorithm to analyze, represent, and understand natural phenomena.
SC.912.CS-CS.2.11:	Evaluate algorithms by their efficiency, correctness, and clarity (e.g., by analyzing and comparing execution times, testing with multiple inputs or data sets, and by debugging).
SC.912.CS-CS.2.12:	Compare and contrast simple data structures and their uses.
SC.912.CS-CS.2.13:	Explain how automated software testing can reduce the cost of the testing effort.
SC.912.CS-CS.2.14:	Explain what tools are applied to provide automated testing environments.
SC.912.CS-CS.3.1:	Describe digital tools or resources to use for a real-world task based on their efficiency and effectiveness.
SC.912.CS-CS.3.2:	Evaluate different file types for different purposes (e.g., word processing, images, music, and three-dimensional drawings).
SC.912.CS-CS.4.1:	Describe a software development process that is used to solve problems at different software development stages (e.g., design, coding, testing, and verification).
SC.912.CS-CS.4.2:	Describe the organization of a computer and identify its principal components by name, function, and the flow of instructions and data between components (e.g., storage devices, memory, CPU, graphics processors, IO and network ports).
SC.912.CS-CS.4.3:	Differentiate between multiple levels of hardware and software (such as CPU hardware, operating system, translation, and interpretation) that support program execution.
SC.912.CS-CS.4.4:	Evaluate various forms of input and output (e.g., IO and storage devices and digital media).
SC.912.CS-CS.4.6:	Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).
SC.912.CS-CS.4.7:	Develop a software artifact (independently and collaboratively) in phases (or stages) according to a common software development methodology (e.g., Waterfall or Spiral model).
SC.912.CS-CS.4.9:	Analyze historical trends in hardware and software to assess implications on computing devices for the future (e.g., upgrades for power/energy, computation capacity, speed, size, ease of use).
SC.912.CS-CS.5.1:	Identify and select the most appropriate file format based on trade-offs (e.g., open file formats, text, proprietary and binary formats, compression and encryption formats).
SC.912.CS-CS.5.2:	Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls and server capability).
SC.912.CS-CS.5.3:	Describe common network protocols, such as IP, TCP, SMTP, HTTP, and FTP, and how these are applied by client-server and peer-to-peer networks.
SC.912.CS-PC.1.1:	Compare and contrast appropriate and inappropriate social networking behaviors.
SC.912.CS-PC.1.2:	Describe and demonstrate ethical and responsible use of modern communication media and devices.
SC.912.CS-PC.1.3:	Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.

SC.912.CS-PC.1.4:	Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g., explain why and how certificates are used with "https" for authentication and encryption).
SC.912.CS-PC.1.5:	Implement an encryption, digital signature, or authentication method.
SC.912.CS-PC.1.6:	Describe computer security vulnerabilities and methods of attack, and evaluate their social and economic impact on computer systems and people.
SC.912.CS-PC.2.1:	Describe how the Internet facilitates global communication.
SC.912.CS-PC.2.2:	Identify ways to use technology to support lifelong learning.
SC.912.CS-PC.2.3:	Discuss and analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, and political).
SC.912.CS-PC.2.4:	Analyze the positive and negative impacts of technology on popular culture and personal life.
SC.912.CS-PC.2.5:	Construct strategies to combat cyberbullying or online harassment.
SC.912.CS-PC.2.8:	Evaluate ways in which adaptive technologies may assist users with special needs.
SC.912.CS-PC.2.10:	Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.
SC.912.CS-PC.2.12:	Explore a variety of careers to which computing is central.
SC.912.CS-PC.2.13:	Predict future careers and the technologies that may exist based on current technology trends.
SC.912.CS-PC.4.4:	Describe security and privacy issues that relate to computer networks.
SC.912.CS-PC.4.5:	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and harassment.
SC.912.CS-PC.4.6:	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity, and privacy.
SC.912.CS-PC.4.8:	Describe the impact of government regulation on privacy and security.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

	• Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students

	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

PURPOSE

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Additional Notes - Pedagogical Approach to Learning: Teacher as Lead Learner

What is the Lead Learner approach?

As the lead learner, the teacher role shifts from being the source of knowledge to that of a leader in seeking knowledge. The lead learner's mantra is: "I may not know the answer, but I know that together we can figure it out."

The philosophy of the lead learner strategy is that students can benefit from having a model to demonstrate the learning process. Being a lead learner doesn't discount the need for a teacher to develop computer science content expertise, but it does allow for an environment of openness with students about the teacher learning process. Modeling and teaching *how to learn* are the most important factors to consider in order to be successful with this style of teaching and learning.

The lead learner technique represents good teaching practice in general. One important role of the teacher in the Computer Science Discoveries classroom is to model excitement about investigating how things work by asking motivating questions about why things work they way they do or are the way they are. With teacher guidance, students will learn how to hypothesize; ask questions of peers; test, evaluate, and refine solutions collaboratively; seek out resources; analyze data; and write clear and cogent code.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/ and codehs.com/info/states/florida.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: COMP SCI DISCOVERIES

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Computer Science Principles (#0200315) 2022 - And Beyond

Course Standards

Name	Description
SC.912.CS-CC.1.1:	Evaluate modes of communication and collaboration.
SC.912.CS-CC.1.2:	Select appropriate tools within a project environment to communicate with project team members.
SC.912.CS-CC.1.3:	Collect, analyze, and present information using a variety of computing devices (e.g., probes, sensors, and handheld devices).
SC.912.CS-CC.1.4:	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).
SC.912.CS-CC.1.5:	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.
SC.912.CS-CC.1.6:	Identify how collaboration influences the design and development of software artifacts.
SC.912.CS-CC.1.7:	Evaluate program designs and implementations written by others for readability and usability.
SC.912.CS-CP.1.1:	Evaluate effective uses of Boolean logic (e.g., using "not", "or", "and") to refine searches for individual and collaborative projects.
SC.912.CS-CP.1.2:	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, and simulations).
SC.912.CS-CP.1.3:	Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
SC.912.CS-CP.1.4:	Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.
SC.912.CS-CP.2.1:	Explain the program execution process (by an interpreter and in CPU hardware).
SC.912.CS-CP.2.2:	Design and implement a program using global and local scope.
SC.912.CS-CP.2.3:	Implement a program using an industrial-strength integrated development environment.
SC.912.CS-CP.2.4:	Facilitate programming solutions using application programming interfaces (APIs) and libraries.
SC.912.CS-CP.2.5:	Explain the role of an API in the development of applications and the distinction between a programming language's syntax and the API.
SC.912.CS-CP.2.6:	Describe a variety of commonly used programming languages.
SC.912.CS-CP.2.7:	Classify programming languages by paradigm and application domain (e.g., imperative, functional, and logic languages) and evaluate their application to domains such as web programming, symbolic processing and data/numerical processing.
SC.912.CS-CP.3.1:	Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).
SC.912.CS-CP.3.2:	Create mobile computing applications and/or dynamic web pages through the use of a variety of design and development tools, programming languages, and mobile devices/emulators.
SC.912.CS-CS.1.1:	Analyze data and identify real-world patterns through modeling and simulation.
SC.912.CS-CS.1.2:	Formulate, refine, and test scientific hypotheses using models and simulations.
SC.912.CS-CS.1.3:	Explain how data analysis is used to enhance the understanding of complex natural and human systems.
SC.912.CS-CS.1.4:	Compare techniques for analyzing massive data collections.
SC.912.CS-CS.1.5:	Represent and understand natural phenomena using modeling and simulation.
SC.912.CS-CS.2.1:	Explain intractable problems and understand that problems exists that are computationally unsolvable (e.g., classic intractable problems include the Towers of Hanoi and the Traveling Salesman Problem -TSP).
SC.912.CS-CS.2.2:	Describe the concept of parallel processing as a strategy to solve large problems.
SC.912.CS-CS.2.3:	Demonstrate concurrency by separating processes into threads of execution and dividing data into parallel streams.
SC.912.CS-CS.2.4:	Divide a complex problem into simpler parts by using the principle of abstraction to manage complexity (i.e., by using searching and sorting as abstractions) using predefined functions and parameters, classes, and methods.
SC.912.CS-CS.2.5:	Evaluate classical algorithms and implement an original algorithm.
SC.912.CS-CS.2.6:	Evaluate various data types and data structures.
SC.912.CS-CS.2.7:	Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.
SC.912.CS-CS.2.8:	Decompose a problem by defining new functions and classes.
SC.912.CS-CS.2.9:	Evaluate ways to characterize how well algorithms perform and that two algorithms can perform differently for the same task.
SC.912.CS-CS.2.10:	Design and implement a simple simulation algorithm to analyze, represent, and understand natural phenomena.
SC.912.CS-CS.2.11:	Evaluate algorithms by their efficiency, correctness, and clarity (e.g., by analyzing and comparing execution times, testing with multiple inputs or data sets, and by debugging).
SC.912.CS-CS.2.12:	Compare and contrast simple data structures and their uses.
SC.912.CS-CS.2.13:	Explain how automated software testing can reduce the cost of the testing effort.
SC.912.CS-CS.2.14:	Explain what tools are applied to provide automated testing environments.
SC.912.CS-CS.4.1:	Describe a software development process that is used to solve problems at different software development stages (e.g., design, coding, testing, and verification).
SC.912.CS-CS.4.2:	Describe the organization of a computer and identify its principal components by name, function, and the flow of instructions and data between components (e.g., storage devices, memory, CPU, graphics processors, IO and network ports).
SC.912.CS-CS.4.3:	Differentiate between multiple levels of hardware and software (such as CPU hardware, operating system, translation, and interpretation) that support program execution.
SC.912.CS-CS.4.4:	Evaluate various forms of input and output (e.g., IO and storage devices and digital media).
SC.912.CS-CS.4.5:	Develop and evaluate criteria for purchasing or upgrading computer system hardware (e.g., Wi-Fi, mobile devices, home and office machines).
SC.912.CS-CS.4.6:	Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).
SC.912.CS-CS.4.7:	Develop a software artifact (independently and collaboratively) in phases (or stages) according to a common software development methodology (e.g., Waterfall or Spiral model).
SC.912.CS-CS.4.8:	Evaluate the basic components of computer networks.
SC.912.CS-CS.5.1:	Identify and select the most appropriate file format based on trade-offs (e.g., open file formats, text, proprietary and binary formats, compression and encryption formats).

SC.912.CS-CS.5.2:	Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls and server capability).
SC.912.CS-CS.5.3:	Describe common network protocols, such as IP, TCP, SMTP, HTTP, and FTP, and how these are applied by client-server and peer-to-peer networks.
SC.912.CS-PC.1.1:	Compare and contrast appropriate and inappropriate social networking behaviors.
SC.912.CS-PC.1.2:	Describe and demonstrate ethical and responsible use of modern communication media and devices.
SC.912.CS-PC.1.3:	Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.
SC.912.CS-PC.1.4:	Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g., explain why and how certificates are used with "https" for authentication and encryption).
SC.912.CS-PC.1.5:	Implement an encryption, digital signature, or authentication method.
SC.912.CS-PC.1.6:	Describe computer security vulnerabilities and methods of attack, and evaluate their social and economic impact on computer systems and people.
SC.912.CS-PC.2.1:	Describe how the Internet facilitates global communication.
SC.912.CS-PC.2.2:	Identify ways to use technology to support lifelong learning.
SC.912.CS-PC.2.3:	Discuss and analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, and political).
SC.912.CS-PC.2.4:	Analyze the positive and negative impacts of technology on popular culture and personal life.
SC.912.CS-PC.2.5:	Construct strategies to combat cyberbullying or online harassment.
SC.912.CS-PC.2.6:	Describe the impact of computing on business and commerce (e.g., automated inventory processing, financial transactions, e-commerce, virtualization, and cloud computing).
SC.912.CS-PC.2.7:	Describe how technology has changed the way people build and manage organizations and how technology impacts personal life.
SC.912.CS-PC.2.8:	Evaluate ways in which adaptive technologies may assist users with special needs.
SC.912.CS-PC.2.9:	Explain how societal and economic factors are affected by access to critical information.
SC.912.CS-PC.2.10:	Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.
SC.912.CS-PC.2.11:	Construct writings and/or communications using developmentally appropriate terminology.
SC.912.CS-PC.2.12:	Explore a variety of careers to which computing is central.
SC.912.CS-PC.2.13:	Predict future careers and the technologies that may exist based on current technology trends.
SC.912.CS-PC.3.1:	Evaluate the quality of digital resources for reliability (i.e., currency, relevancy, authority, accuracy, and purpose of digital information).
SC.912.CS-PC.3.2:	Evaluate the accuracy, relevance, comprehensiveness, appropriateness, and bias of electronic information resources.
SC.912.CS-PC.3.3:	Conduct research using peer reviewed articles, newspapers, magazine articles, and online books.
SC.912.CS-PC.3.4:	Analyze and evaluate public/government resources and describe how using these resources for communication can affect change.
SC.912.CS-PC.4.1:	Describe how different types of software licenses (e.g., open source and proprietary licenses) can be used to share and protect intellectual property.
SC.912.CS-PC.4.2:	Explain how access to information may not include the right to distribute the information.
SC.912.CS-PC.4.3:	Describe differences between open source, freeware, and proprietary software licenses, and how they apply to different types of software.
SC.912.CS-PC.4.4:	Describe security and privacy issues that relate to computer networks.
SC.912.CS-PC.4.5:	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and harassment.
SC.912.CS-PC.4.6:	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity, and privacy.
SC.912.CS-PC.4.7:	Evaluate and use digital citation tools to cite sources.
SC.912.CS-PC.4.8:	Describe the impact of government regulation on privacy and security.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their own work.

It is also critical to diversity the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

Additional Information

Computer Science Principles

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed.

Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE) will need modifications to meet their needs. Modifications change the outcomes and or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Additional Resources

Additional resources and a free curriculum that may be utilized for this course can be found at curriculum.code.org/csd-18/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

In order for this course to be taught with fidelity teachers without a computer science certification or related postsecondary coursework should, at a minimum, have completed a course in computer science such as those offered through a MOOC from a reputable institution or by attending a training such as those offered by code.org.

GENERAL INFORMATION

Course Number: 0200315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >

Abbreviated Title: COMP SCI PRINCIPLES

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)
Business Education (Grades 6-12)

Computer Education Transfer (#0200990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0200990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Computer Education > **SubSubject:** General >
Abbreviated Title: CPTR ED TRAN
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Introduction to Computer Science 1 (#5002010) 2022 - And Beyond

Course Standards

Name	Description
SC.K2.CS-CC.1.1:	Identify a variety of digital tools used for communication and collaboration (e.g., online library catalogs and databases).
SC.K2.CS-CC.1.2:	Conduct basic keyword searches, and exchange information and feedback with teachers and other students (e.g., e-mail and text messaging).
SC.K2.CS-CC.1.3:	Collaborate and cooperate with peers, teachers, and others using technology to solve problems.
SC.K2.CS-CC.1.4:	Provide and accept constructive criticism on a collaborative project.
SC.K2.CS-CP.1.1:	Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects).
SC.K2.CS-CP.1.2:	Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).
SC.K2.CS-CP.1.3:	Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.
SC.K2.CS-CP.1.4:	Create data visualizations (e.g., charts and infographics), individually and collaboratively.
SC.K2.CS-CP.2.1:	Define a computer program as a set of commands created by people to do something.
SC.K2.CS-CP.2.2:	Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps.
SC.K2.CS-CP.2.3:	Explain that computers only follow the program's instructions.
SC.K2.CS-CP.2.4:	Construct a simple program using tools that do not require a textual programming language (e.g. block-based programming language).
SC.K2.CS-CP.3.1:	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
SC.K2.CS-CP.3.2:	Prepare a simple presentation of digital products and applications.
SC.K2.CS-CS.1.1:	Define simulation and identify the concepts illustrated by a simple simulation (e.g., growth, human health, and the butterfly life cycle).
SC.K2.CS-CS.1.2:	Describe how models and simulations can be used to solve real-world issues in science and engineering.
SC.K2.CS-CS.1.3:	Describe how models represent a real-life system (e.g., globe or map).
SC.K2.CS-CS.1.4:	Solve questions individually and collaboratively using models.
SC.K2.CS-CS.2.1:	Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.
SC.K2.CS-CS.2.2:	Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).
SC.K2.CS-CS.2.3:	Solve real life issues in science and engineering using computational thinking.
SC.K2.CS-CS.2.4:	Define an algorithm as a sequence of defined steps.
SC.K2.CS-CS.2.5:	Create a simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).
SC.K2.CS-CS.2.6:	Illustrate thoughts, ideas, and stories in a step-by-step manner using writing tools, digital cameras, and drawing tools.
SC.K2.CS-CS.2.7:	Develop and present an algorithm using tangible materials.
SC.K2.CS-CS.2.8:	Gather and organize information using concept-mapping tools.
SC.K2.CS-CS.3.1:	Create a digital artifact (independently and collaboratively) that clearly expresses thoughts and ideas.
SC.K2.CS-CS.3.2:	Create, review, and revise artifacts that include text, images, and audio using digital tools.
SC.K2.CS-CS.4.1:	Recognize different kinds of computing devices in the classroom and other places (e.g., laptops, tablets, smart phones, desktops, printers).
SC.K2.CS-CS.4.2:	Recognize and operate different types of computers, applications and peripherals (e.g., use input/output devices such as a mouse, keyboard, or touch screen; find, navigate, launch a program).
SC.K2.CS-CS.4.3:	Explain that a computer program is running when a program or command is executed.
SC.K2.CS-CS.6.1:	Identify tasks that are made easier because of computers.
SC.K2.CS-PC.1.1:	Demonstrate proper care for electronic devices (e.g., handling devices carefully, logging off or shutting down correctly, and keeping devices away from water/food).
SC.K2.CS-PC.1.2:	Describe the attributes of a good digital citizen: one who protects private information, balances time online, reports cyberbullying, and recognizes inappropriate content/contact.
SC.K2.CS-PC.1.3:	Identify safe and unsafe examples of online communications.
SC.K2.CS-PC.1.4:	Explain that a password helps protect the privacy of information.
SC.K2.CS-PC.2.1:	Identify and describe how people use many types of technologies in their daily work and personal lives.
SC.K2.CS-PC.2.2:	Communicate about technology using developmentally appropriate terminology.
SC.K2.CS-PC.2.3:	Recognize that people use computing technology in the workplace to perform many important tasks and functions.
SC.K2.CS-PC.4.1:	Explain that some information is private and should not be shared online.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. **Clarifications:** Leave, tell a trusted adult, and say "no."
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Tooth decay and environmental damage.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. **Clarifications:** Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Negative emotions, accidents, injuries, and pollution.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. **Clarifications:** Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Injury to self and/or others.
	Explain the purpose of rules and laws in the school and community.

SS.1.C.1.1:	**Clarifications:** Examples are keeping order and ensuring safety.
SS.1.C.1.2:	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. **Clarifications:** Examples are principals, teachers, parents, government leaders, and police.
SS.K.C.1.2:	Explain the purpose and necessity of rules and laws at home, school, and community. **Clarifications:** Examples are attending school and wearing a seat belt.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course should be taught using the appropriate standards/benchmarks for the grade.

The purpose of this course is to enable students to develop basic skills in computer science.

Within appropriate developmental guidelines the content of this course should expose students to:

- Responsible use of technology and information
- The impact of computing resources on local and global society
- Security, privacy, information sharing, ownership, licensure and copyright
- Communication and collaboration
- Modeling and simulations
- Problem solving and algorithms
- Digital tools
- Hardware and software
- Human-Computer interactions and Artificial Intelligence
- Data Analysis
- Computer programming basics
- Programming applications

Science and Engineering Practices (NRC *Framework for K-12 Science Education, 2010*)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5002010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Computer Education >

SubSubject: General >
Abbreviated Title: INTRO COMPUTER SCI 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

Introduction to Computer Science 2 (#5002020) 2022 - And Beyond

Course Standards

Name	Description
SC.35.CS-CC.1.1:	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.
SC.35.CS-CC.1.2:	Describe key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.
SC.35.CS-CC.1.3:	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.
SC.35.CS-CC.1.4:	Describe how collaborating with others can be beneficial to a digital project.
SC.35.CS-CC.1.5:	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.
SC.35.CS-CP.1.1:	Explain that searches may be enhanced by using Boolean logic (e.g., using "not", "or", "and").
SC.35.CS-CP.1.2:	Identify and describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).
SC.35.CS-CP.1.3:	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.
SC.35.CS-CP.1.4:	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.
SC.35.CS-CP.2.1:	Perform keyboarding skills for communication and the input of data and information.
SC.35.CS-CP.2.2:	Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.
SC.35.CS-CP.2.3:	Create a program using arithmetic operators, conditionals, and repetition in programs.
SC.35.CS-CP.2.4:	Explain that programs need known initial conditions (e.g., set initial score to zero in a game, initialize variables, or initial values set by hardware input).
SC.35.CS-CP.2.5:	Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.
SC.35.CS-CP.3.1:	Write, communicate and publish activities using technology tools.
SC.35.CS-CP.3.2:	Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.
SC.35.CS-CS.1.1:	Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, and invasive species).
SC.35.CS-CS.1.2:	Describe how models and simulations can be used to solve real-world issues in science and engineering.
SC.35.CS-CS.1.3:	Answer a question, individually and collaboratively, using data from a simulation.
SC.35.CS-CS.1.4:	Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.
SC.35.CS-CS.2.1:	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).
SC.35.CS-CS.2.2:	Describe how computational thinking can be used to solve real life issues in science and engineering.
SC.35.CS-CS.2.3:	Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.
SC.35.CS-CS.2.4:	Solve real-world problems in science and engineering using computational thinking skills.
SC.35.CS-CS.2.5:	Explain that there are several possible algorithms for searching within a dataset (such as finding a specific word in a word list or card in a deck of cards).
SC.35.CS-CS.2.6:	Write an algorithm to solve a grade-level appropriate problem (e.g., move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a specific event), individually or collaboratively.
SC.35.CS-CS.2.7:	Identify and correct logical errors in algorithms; written, mapped, live action, or digital.
SC.35.CS-CS.2.8:	Systematically test and identify logical errors in algorithms.
SC.35.CS-CS.2.9:	Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.
SC.35.CS-CS.3.1:	Manipulate and publish multimedia artifacts using digital tools (local and online).
SC.35.CS-CS.3.2:	Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.
SC.35.CS-CS.4.1:	Identify the basic components of a computer (e.g., monitor, keyboard, mouse, controller, speakers).
SC.35.CS-CS.4.2:	Describe the function and purpose of various input/output devices and peripherals (e.g., monitor, screen, keyboard, controller, speakers).
SC.35.CS-CS.4.3:	Compare and contrast hardware and software.
SC.35.CS-CS.4.4:	Identify and solve simple hardware and software problems that may occur during everyday use (e.g., power, connections, application window or toolbar).
SC.35.CS-CS.6.1:	Describe how hardware applications (e.g., Global Positioning System (GPS) navigation for driving directions, text-to-speech translation, and language translation) can enable everyone to do things they could not do otherwise.
SC.35.CS-CS.6.2:	Compare and contrast human and computer performance on similar tasks (e.g., sorting alphabetically or finding a path across a cluttered room) to understand which is best suited to the task.
SC.35.CS-CS.6.3:	Explain that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).
SC.35.CS-PC.1.1:	Identify appropriate and inappropriate uses of technology when posting to social media, sending e-mail, and browsing the Internet.
SC.35.CS-PC.1.2:	Describe responsible uses of modern communication media and devices.
SC.35.CS-PC.1.3:	Explain the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
SC.35.CS-PC.1.4:	Define plagiarism and understand the impacts of plagiarized materials.
SC.35.CS-PC.2.1:	Explain how computers and computing devices are used to communicate with others on a daily basis.
SC.35.CS-PC.2.2:	Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.
SC.35.CS-PC.2.3:	Identify the legal and social consequences of cyberbullying/harassment in social media.
SC.35.CS-PC.2.4:	Explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).
SC.35.CS-PC.2.5:	Identify ways in which people with special needs access and use adaptive technology.
SC.35.CS-PC.2.6:	Communicate about technology using appropriate terminology.
SC.35.CS-PC.2.7:	Identify and describe how computing knowledge is essential to performing important tasks and functions.
SC.35.CS-PC.3.1:	Identify digital information resources used to answer research questions (e.g., online library catalog, online encyclopedias, databases, and websites).
SC.35.CS-PC.3.2:	Gather, organize, and analyze information from digital resources.
SC.35.CS-PC.3.3:	Compare digital resources for accuracy, relevancy, and appropriateness.
SC.35.CS-PC.4.1:	Describe the difference between digital artifacts that are open or free and those that are protected by copyright.

SC.35.CS-PC.4.2:	Explain fair use for using copyrighted materials (e.g., images, music, video, and text).
SC.35.CS-PC.4.3:	Describe the purpose of copyright and the possible consequences for inappropriate use of digital materials that are protected by copyright.
SC.35.CS-PC.4.4:	Describe the threats to safe and efficient use of devices (e.g., SPAM, spyware, phishing, and viruses) associated with various forms of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

	• Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Discuss the positive and negative impacts technology may have on health. **Clarifications:**

HE.3.C.2.6:	Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
HE.4.C.2.6:	Explain how technology influences personal thoughts, feelings, and health behaviors. **Clarifications:** Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
HE.5.C.2.6:	Describe ways that technology can influence family health behaviors. **Clarifications:** Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course should be taught using the appropriate standards/benchmarks for the grade.

The purpose of this course is to enable students to develop basic skills in computer science.

Within appropriate developmental guidelines the content of this course should expose students to:

- Responsible use of technology and information
- The impact of computing resources on local and global society
- Evaluation of digital information resources
- Security, privacy, information sharing, ownership, licensure and copyright
- Communication and collaboration
- Modeling and simulations
- Problem solving and algorithms
- Digital tools
- Hardware and software
- Human-Computer interactions and Artificial Intelligence
- Data Analysis
- Computer programming basics
- Programming applications

Science and Engineering Practices (NRC *Framework for K-12 Science Education, 2010*)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 5002020

Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Computer Education >
SubSubject: General >
Abbreviated Title: INTRO COMPUTER SCI 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Educator Certifications

Computer Science (Elementary and Secondary Grades K-12)

M/J Dance 1 (#0300000) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION DESCRIPTION

Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 1
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 2 (#0300010) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION DESCRIPTION

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of 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. 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 2
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 (#0300020) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4:	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.5:	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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.4:	Research existing methods of recording or documenting dance as a way of sharing and preserving it. **Clarifications:** e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement

DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

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. 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 and Career Planning (#0300025) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4:	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.5:	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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.4:	Research existing methods of recording or documenting dance as a way of sharing and preserving it. **Clarifications:** e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	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.

DA.68.S.3.3:	**Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. **Clarifications:** Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.

General Course Information and Notes

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
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

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 4 (#0300030) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.3:	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. **Clarifications:** e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.2:	Explore use of technology as a tool for creating, refining, and responding to dance. **Clarifications:** e.g., video, projections
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.2:	Identify local or regional resources to understand their importance to dancers. **Clarifications:** e.g., private dance studios, scholarships, dance companies
DA.68.F.3.1:	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
DA.68.F.3.2:	Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field. **Clarifications:** e.g., private studios, print and on-line articles and reviews, membership in dance organizations
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.H.1.1:	Identify and execute characteristic rhythms in dances representing one or more cultures. **Clarifications:** e.g., African, Indian, Irish, Israeli, Latin
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.1:	Analyze dance in various cultural and historical periods, and discuss how it has changed over time. **Clarifications:** e.g., equality of gender and race, social trends
DA.68.H.2.3:	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.2:	Compare elements and principles of composition with elements and principles of other art forms.
DA.68.H.3.4:	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.3:	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.
DA.68.O.1.4:	Explain the order and purpose of a logical and healthful dance class. **Clarifications:** e.g., warm-ups, progressions, phrase work
DA.68.O.1.5:	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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.2:	Explain how the innovations of selected dance pioneers transformed specified dance genres.
DA.68.O.2.3:	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.

DA.68.O.3.2:	Create physical images to communicate the intent of a movement, phrase, or dance piece.
DA.68.O.3.3:	Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. **Clarifications:** e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.3:	Explore the complexity of sequencing through reversing and reordering movement sequences.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.6:	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. **Clarifications:** e.g., resistance, energy, time, focus
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.

General Course Information and Notes

VERSION DESCRIPTION

Students advance their 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. 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 4
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Celebration for Students of Mixed Mobilities (#0300090) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.C.3.1:	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.F.1.1:	Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas. **Clarifications:** e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.2:	Identify local or regional resources to understand their importance to dancers. **Clarifications:** e.g., private dance studios, scholarships, dance companies
DA.68.F.3.1:	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.3:	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
DA.68.H.3.1:	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.3:	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.
DA.68.O.1.5:	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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.3:	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.
DA.68.O.3.1:	Express concrete and abstract concepts through dance.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.2:	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2:	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery

	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	**Clarifications:** e.g., on the counts, fill the music
	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
DA.68.S.3.6:	**Clarifications:** e.g., resistance, energy, time, focus
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300090

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
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

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Introduction to Dance Techniques (#0300100) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
DA.68.C.2.1:	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2:	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5:	Describe basic functions of skeletal and muscular systems.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.3.3:	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5:	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.4:	Explain the order and purpose of a logical and healthful dance class. **Clarifications:** e.g., warm-ups, progressions, phrase work
DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. **Clarifications:** e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
DA.68.S.3.1:	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

GENERAL NOTES

Students develop dance technique and movement vocabulary in one or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside of 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.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300100

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General > **Abbreviated Title:** M/J INTRO DANCE TECH

Number of Credits: Multiple credits

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Transfer (#0300220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0300220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE TRAN
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

World Dance (#0300300) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	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.
DA.912.H.2.3:	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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.2:	**Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300300	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >
	Abbreviated Title: WORLD DANCE
Number of Credits: One (1) credit	**Course Length:** Year (Y)

Course Type: Core Academic Course
Course Level: 2
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Introduction to Dance (#0300305) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

GENERAL NOTES

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding:

1. the role of dance(s) in history and culture;

2. a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and,
3. the body, major bone and muscle groups, how they function in dance movements, and the importance f proper health and nutrition.

Students will apply requisite knowledge via exploration and performance of various 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 of 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 a outside source.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: INTRO TO DANCE

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 1 (#0300310) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.6:	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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

General Course Information and Notes

GENERAL NOTES

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECNQS 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 2 (#0300320) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Predict how healthy behaviors can affect health status.

HE.912.C.1.1:	**Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
SC.912.L.14.14:	Identify the major bones of the axial and appendicular skeleton.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance Techniques 3 Honors (#0300330) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.1.4:	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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.4:	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.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.

DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.
	Propose strategies to reduce or prevent injuries and health problems.

HE.912.C.1.4:	**Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 4 Honors (#0300334) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.1.4:	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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.912.F.3.4:	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.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.

DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.6:	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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.2.2:	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.
DA.912.H.2.3:	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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.4:	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. **Clarifications:** e.g., purposes of warm-ups, progressions, phrase work
DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.2.3:	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. **Clarifications:** e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4:	Devise and/or use a method of recording or documenting choreography to remember and archive works. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.

DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.H.2.5:	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

General Course Information and Notes

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: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300334

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Celebration for Students of Mixed Mobilities (#0300338) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.1.4:	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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.

DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.2:	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.
DA.912.H.2.3:	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.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4:	Devise and/or use a method of recording or documenting choreography to remember and archive works. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300338

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE MIX MOBIL

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 1 (#0300340) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: BALLET 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 2 (#0300350) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: BALLET 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 3 (#0300360) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.4:	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.
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:**

	e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
DA.912.S.3.11:	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.

PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: BALLET 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 4 Honors (#0300370) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.1.4:	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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.912.F.3.4:	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.
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
DA.912.S.3.11:	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional

General Course Information and Notes

VERSION DESCRIPTION

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: BALLET 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 1 (#0300380) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.6:	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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.2.2:	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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation

DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE CHOR PERF 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 2 Honors (#0300390) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.4:	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.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.9:	Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility. **Clarifications:** e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.3:	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.
DA.912.H.3.1:	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. **Clarifications:** e.g., other performing and visual artists, inventors, scientists

DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.2.3:	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. **Clarifications:** e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.4:	Devise and/or use a method of recording or documenting choreography to remember and archive works. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

General Course Information and Notes

VERSION DESCRIPTION

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and

cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE CHOR PERF 2 H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 1 (#0300400) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE REPERT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 2 (#0300410) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.4:	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.
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	• Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE REPERT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 3 Honors (#0300420) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.4:	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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.4:	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.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.1:	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. **Clarifications:** e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté

DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300420

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE REPERT 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 4 Honors (#0300430) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.1.4:	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.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.912.F.3.4:	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.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.1:	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. **Clarifications:** e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille

DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300430

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE REPERT 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance History and Aesthetics 1 (#0300450) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.6:	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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.

- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION DESCRIPTION

Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300450

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE HIST/AESTH 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Kinesiology and Somatics 1 (#0300480) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.2:	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.1:	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.5:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.2.2:	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.
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.4:	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. **Clarifications:** e.g., purposes of warm-ups, progressions, phrase work
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
SC.912.L.14.14:	Identify the major bones of the axial and appendicular skeleton.

General Course Information and Notes

VERSION DESCRIPTION

Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300480

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE KINE/SOMAT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Dance (#0300650) 2022 - And Beyond

Course Standards

Name	Description
DA.912.C.1.2:	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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.C.1.4:	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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.C.3.2:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
DA.912.F.3.2:	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.4:	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.
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10:	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
DA.912.H.1.1:	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2:	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4:	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.

DA.912.H.3.2:	**Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.3:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4:	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.1:	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.3.1:	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2:	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3:	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.3:	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.1:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3:	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
DA.912.S.3.9:	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

	Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this Pre-IB course, designed for dancers who have mastered the basics in two or more dance forms, builds technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300650

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: FL PRE-IB DANCE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Transfer (#0300990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0300990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

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

Dance - Grade Kindergarten (#5003010) 2022 - And Beyond

Course Standards

Name	Description
DA.K.C.1.1:	Associate and identify words of action or feeling with watching or performing simple dances.
DA.K.C.1.2:	Perform creative movement in a specific order.
DA.K.C.2.1:	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes. **Clarifications:** e.g., turtle: slow; rabbit: fast
DA.K.C.3.1:	Express preferences from among a teacher-selected set of dances. **Clarifications:** e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned
DA.K.F.1.1:	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. **Clarifications:** e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.K.F.3.1:	Follow classroom instructions given by the teacher.
DA.K.H.1.1:	Dance to music from a wide range of cultures.
DA.K.O.1.1:	Improvise a short phrase based on the elements of dance. **Clarifications:** e.g., space: pathways, levels; time: speed
DA.K.O.2.1:	Improvise a short dance phrase with a clear beginning and ending. **Clarifications:** e.g., twist, bend, swing, bounce, freeze
DA.K.O.3.1:	Use movement to express a feeling, idea, or story.
DA.K.O.3.2:	Respond to a dance through movement and words.
DA.K.S.1.1:	Discover movement through exploration, creativity, and imitation. **Clarifications:** e.g., use of space, tempo, level, direction
DA.K.S.1.2:	Discover new ways to move by using imitation and imagery. **Clarifications:** e.g., animals, swaying trees, falling snow
DA.K.S.2.1:	Follow classroom directions.
DA.K.S.2.2:	Retain simple sequences and accurate dance terminology over time.
DA.K.S.3.1:	Refine gross- and fine-locomotor skills through repetition.
DA.K.S.3.2:	Imitate simple exercises for strengthening and stretching the body.
DA.K.S.3.3:	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
DA.K.S.3.4:	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.K.C.2.1:	Recognize locomotor skills. **Clarifications:** Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures. **Clarifications:** An example would be to put equipment away when not in use in order to keep the physical activity area safe.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
MU.K.C.1.1:	Respond to music from various sound sources to show awareness of steady beat. **Clarifications:** e.g., steady beat, pulse
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.O.1.1:	Respond to beat, rhythm, and melodic line through imitation. **Clarifications:** e.g., locomotor and non-locomotor movement, body levels
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.C.1.1:	Recognize healthy behaviors. **Clarifications:** Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE K
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Grades K-8)

Dance - Grade 1 (#5003020) 2022 - And Beyond

Course Standards

Name	Description
DA.1.C.1.1:	Identify and respond to the feelings expressed in movement pieces.
DA.1.C.1.2:	Repeat simple movements from verbal cueing. **Clarifications:** e.g., "right foot front," "arms to the side"
DA.1.C.2.1:	Make movement choices, using one or more given elements, to complete a short phrase. **Clarifications:** e.g., levels, tempos, directions, energy
DA.1.C.3.1:	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
DA.1.F.1.1:	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. **Clarifications:** e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.1.F.3.1:	Follow directions given by the teacher or by peers in small groups.
DA.1.H.1.1:	Practice children's dances from around the world.
DA.1.H.3.1:	Perform movement that infuses music, language, and numbers.
DA.1.O.1.1:	Experiment with given elements to develop knowledge of their characteristics. **Clarifications:** e.g., fast/slow, big/small, smooth/sharp, curved/straight
DA.1.O.1.2:	Demonstrate awareness of expectations in class and at informal performances.
DA.1.O.2.1:	Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.
DA.1.O.3.1:	Create movement phrases to express a feeling, idea, or story.
DA.1.O.3.2:	Use accurate dance terminology to describe specified movements and shapes.
DA.1.S.1.1:	Discover movement through exploration, creativity, self-discovery, and experimentation in dance.
DA.1.S.1.2:	Explore how body parts move by using imitation and imagery. **Clarifications:** e.g., elbow circles: turn a crank; flex/point: gas peddle
DA.1.S.2.1:	Listen attentively and follow directions when learning movement skills and sequences. **Clarifications:** e.g., clapping, visual or verbal cue
DA.1.S.2.2:	Practice simple dance sequences with assistance.
DA.1.S.2.3:	Perform simple movements on both sides of the body. **Clarifications:** e.g., shake right hand, shake left hand
DA.1.S.3.1:	Imitate basic body postures and maintain a pose in a held stance. **Clarifications:** e.g., curved, straight, bent, crooked
DA.1.S.3.2:	Repeat simple body movements to strengthen and stretch the body. **Clarifications:** e.g., bend front and side, jump, hop
DA.1.S.3.3:	Practice moving body parts in and through space to develop coordination. **Clarifications:** e.g., arms with legs, up/down, forward/backward, skipping with arm swings
DA.1.S.3.4:	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. **Clarifications:** e.g., verbalized rhythm transferred to the feet
DA.1.S.3.5:	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.1.C.2.1:	Identify the critical elements of locomotor skills. **Clarifications:** Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises. **Clarifications:** An example of a warm-up exercise is an activity that gets your 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.
TH.1.O.1.1:	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
TH.1.S.1.1:	Exhibit appropriate audience etiquette and response.
	Use simple acting techniques to portray a person, place, action, or thing.

TH.1.S.3.1:	**Clarifications:** e.g., pantomime, voice
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.C.1.1:	Identify healthy behaviors. **Clarifications:** Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
SC.1.P.12.1:	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.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Grade 2 (#5003030) 2022 - And Beyond

Course Standards

Name	Description
DA.2.C.1.1:	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. **Clarifications:** e.g., body, effort/energy, space, time, groups, solos, names of steps
DA.2.C.1.2:	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.
DA.2.C.1.3:	Express the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words.
DA.2.C.2.1:	Decide which of two movements will express a desired result.
DA.2.C.3.1:	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
DA.2.F.1.1:	Create dances that interpret animals and storybook or other imagined characters.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.H.1.1:	Perform a variety of dances to explore their origins, cultures, and themes.
DA.2.H.3.1:	Create a dance phrase using numbers, shapes, and patterns.
DA.2.H.3.2:	Describe connections between creating in dance and creating in other content areas.
DA.2.O.1.1:	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.2.O.1.2:	Identify and practice specified procedures and etiquette in dance class and at performances.
DA.2.O.2.1:	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance. **Clarifications:** e.g., tempo, direction, level, quality of movement
DA.2.O.3.1:	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.O.3.2:	Describe a dancer or dance piece using words, pictures, or movements.
DA.2.S.1.1:	Demonstrate basic movement through kinesthetic exploration. **Clarifications:** e.g., stretch, collapse, sustain
DA.2.S.1.2:	Explore dance sequences by creating and imitating images that move through space.
DA.2.S.1.3:	Follow body-part initiation through space to increase kinesthetic awareness.
DA.2.S.2.1:	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.2.S.2.2:	Demonstrate simple dance sequences to show memorization and presentation skills.
DA.2.S.2.3:	Follow and repeat movement on opposite sides of the body.
DA.2.S.3.1:	Replicate basic positions with clear body lines and correct alignment. **Clarifications:** e.g., lengthened torso, stretched legs, curved arms
DA.2.S.3.2:	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion. **Clarifications:** e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach
DA.2.S.3.3:	Repeat given movements to show coordination between body parts. **Clarifications:** e.g., skipping with arm movements, skips with turns, spotting head
DA.2.S.3.4:	Maintain a demonstrated rhythm in time to musical accompaniment.
DA.2.S.3.5:	Maintain balance in basic positions and in shifting weight through plie.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

MA.K12.MTR.7.1:	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities. **Clarifications:** An example of the importance for warm-up activities is the prevention of injuries.
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.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **Clarifications:** Walking not running, waiting your turn, and following traffic laws.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Elementary Grades 1-6)

Dance-Intermediate 1 (#5003040) 2022 - And Beyond

Course Standards

Name	Description
DA.3.C.1.1:	Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.
DA.3.C.1.2:	Learn movement quickly and accurately through application of learning strategies. **Clarifications:** e.g., associate words and mental images, create a narrative
DA.3.C.1.3:	Identify and demonstrate changes made in various elements of a movement piece.
DA.3.C.2.1:	Apply knowledge of basic elements of dance to identify examples in a dance piece.
DA.3.C.2.2:	Share and apply feedback to improve the quality of dance movement.
DA.3.C.3.1:	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
DA.3.F.1.1:	Create dance pieces that interpret characters from stories, poems, and other literature sources.
DA.3.F.3.1:	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.
DA.3.H.1.1:	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
DA.3.H.2.1:	Discuss the roles that dance has played in various social, cultural, and folk traditions.
DA.3.H.3.1:	Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end. **Clarifications:** e.g., language arts: essay-writing
DA.3.H.3.2:	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
DA.3.O.1.1:	Relate how the elements of dance are applied in classwork to how they are used in dance pieces. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.3.O.1.2:	Identify the procedures and structures common to dance classes.
DA.3.O.2.1:	Select an element to change within a phrase and discuss the results.
DA.3.O.3.1:	Translate words, pictures, or movements into dance to express ideas or feelings.
DA.3.O.3.2:	Use accurate dance terminology to respond to and communicate about dance.
DA.3.O.3.3:	Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience. **Clarifications:** e.g., pantomime, gestures
DA.3.S.1.1:	Create movement to express feelings, images, and stories.
DA.3.S.1.2:	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3:	Explore positive and negative space to increase kinesthetic awareness.
DA.3.S.1.4:	Create dance sequences, based on expanded, everyday gestures and/or movements.
DA.3.S.2.1:	Explain why focus and cooperation are important in class and performance.
DA.3.S.2.2:	Learn and repeat movement using observation and listening skills.
DA.3.S.2.3:	Practice simple dance movements on both sides and facing in different directions.
DA.3.S.2.4:	Use learning strategies to remember movement between classes and rehearsals. **Clarifications:** e.g., write down steps and corrections, draw floor patterns, verbalize
DA.3.S.3.1:	Demonstrate appropriate posture with strength in the abdomen and length in the spine.
DA.3.S.3.2:	Perform safe practice exercises for increasing strength, flexibility, and range of motion.
DA.3.S.3.3:	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
DA.3.S.3.4:	Identify and demonstrate an understanding of the elements of time.
DA.3.S.3.5:	Maintain center line of balance in place, in transfer of weight, and while changing levels.
DA.3.S.3.6:	Execute a movement sequence, in and through space, with a specific expression.
DA.3.S.3.7:	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

MA.K12.MTR.7.1:	Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. **Clarifications:** An example of a safety procedure is wearing a helmet when riding a bicycle.
PE.3.M.1.10:	Perform one dance accurately. **Clarifications:** Some examples of dances are square, contra, step and social.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. **Clarifications:** 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.
SC.3.P.10.2:	Recognize that energy has the ability to cause motion or create change.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Intermediate 2 (#5003050) 2022 - And Beyond

Course Standards

Name	Description
DA.4.C.1.1:	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space. **Clarifications:** e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat
DA.4.C.1.2:	Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.
DA.4.C.1.3:	Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.
DA.4.C.2.1:	Apply knowledge of the basic elements of dance to suggest changes in a movement piece.
DA.4.C.2.2:	Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.
DA.4.C.3.1:	Evaluate a dance by examining how effectively two or more elements were used in the piece. **Clarifications:** e.g., body, space, time, energy/dynamics, relationships
DA.4.F.1.1:	Collaborate with others to create dance pieces that show innovative movement options. **Clarifications:** e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history
DA.4.F.2.1:	Describe the various roles and responsibilities associated with careers in dance. **Clarifications:** e.g., choreographer, dancer, teacher
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
DA.4.H.1.1:	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
DA.4.H.1.2:	Discuss why people of various ages and cultures dance and how they benefit from doing so.
DA.4.H.2.1:	Identify and examine important figures, historical events, and trends that have helped shape dance.
DA.4.H.3.1:	Create a dance with student-selected components from other content areas and/or personal interests.
DA.4.H.3.2:	Use improvisation and movement studies to explore concepts from other content areas. **Clarifications:** e.g., science, math, reading, history
DA.4.H.3.3:	Describe how dance and music can each be used to interpret and support the other.
DA.4.O.1.1:	Describe how the elements of dance are used in class and in dance pieces. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.4.O.1.2:	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.
DA.4.O.1.3:	Investigate the positions, initiations, and movements within a given step.
DA.4.O.2.1:	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.
DA.4.O.2.2:	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.
DA.4.O.3.2:	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.
DA.4.O.3.3:	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.
DA.4.S.1.1:	Create movement sequences that are personally meaningful and/or express an idea.
DA.4.S.1.2:	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
DA.4.S.1.3:	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
DA.4.S.1.4:	Change isolations, level, direction, or tempo to explore movement choices.
DA.4.S.2.1:	Display attention, cooperation, and focus during class and performance.
DA.4.S.2.2:	Recall and perform movement in short sequences to improve memorization and speed of replication. **Clarifications:** e.g., associate words and mental images, create a narrative
DA.4.S.2.3:	Replicate movement sequences on opposite sides of the body or in the opposite direction.
DA.4.S.2.4:	Demonstrate application and memorization of corrections given by the teacher.
DA.4.S.3.1:	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. **Clarifications:** e.g., "spine is like a string of pearls"
DA.4.S.3.2:	Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.
DA.4.S.3.3:	Practice weight shift and transitions through plie, elevation, pique, and chasse.
DA.4.S.3.4:	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.
DA.4.S.3.5:	Maintain center of balance in various positions.
DA.4.S.3.6:	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.
DA.4.S.3.7:	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
PE.4.M.1.10:	Perform two or more dances accurately. **Clarifications:** Some examples of dances are line, square, contra, folk, step and social.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.

TH.4.C.2.1:	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2:	Reflect on the strengths and needs of one's own performance.
TH.4.S.1.1:	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.4.C.1.4:	Describe ways to prevent common childhood injuries and health problems. **Clarifications:** 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.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance - Intermediate 3 (#5003060) 2022 - And Beyond

Course Standards

Name	Description
DA.5.C.1.1:	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.
DA.5.C.1.2:	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy. **Clarifications:** e.g., observe, imitate, apply musical cues
DA.5.C.1.3:	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
DA.5.C.2.1:	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
DA.5.C.2.2:	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
DA.5.C.3.1:	Critique a dance piece using established criteria. **Clarifications:** e.g., provide positive feedback in a safe environment, use a rubric
DA.5.F.1.1:	Evaluate the effectiveness of combining other works of art with specified works of dance. **Clarifications:** e.g., music, literature, information media
DA.5.F.1.2:	Evaluate the impact of technology on a specified work of dance. **Clarifications:** e.g., video, projections
DA.5.F.1.3:	Incorporate creative risk-taking when improvising or developing a dance phrase.
DA.5.F.2.1:	Identify dance and dance-related businesses in the community and describe their impact. **Clarifications:** e.g., public service, cross-cultural connections, economic impact, enrichment
DA.5.F.3.1:	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
DA.5.H.1.1:	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
DA.5.H.1.2:	Describe the dances, music, and authentic costumes from specified world cultures.
DA.5.H.2.1:	Describe historical developments and the continuing evolution of various dance forms.
DA.5.H.2.2:	Classify a dance performance or repertoire piece by origin, genre, or period. **Clarifications:** e.g., African, Asian, Indian, ballet, folk, modern, tap
DA.5.H.3.1:	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. **Clarifications:** e.g., music, theatre, visual art
DA.5.H.3.2:	Demonstrate how math and science concepts may be used in dance. **Clarifications:** e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations
DA.5.H.3.3:	Describe how the self-discipline required in dance training can be applied to other areas of study.
DA.5.H.3.4:	Perform a movement study based on a personal interpretation of a work of art.
DA.5.H.3.5:	Identify the use of world languages in various dance genres.
DA.5.O.1.1:	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.
DA.5.O.1.2:	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.
DA.5.O.1.3:	Identify and explain the positions and movements within a given step or combination.
DA.5.O.2.1:	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
DA.5.O.2.2:	Identify ways in which dance innovators contributed to new directions in the art form.
DA.5.O.3.1:	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
DA.5.O.3.2:	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.
DA.5.O.3.3:	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.
DA.5.S.1.1:	Apply choreographic principles to create dance steps or sequences.
DA.5.S.1.2:	Demonstrate dynamic changes in response to one or more sources. **Clarifications:** e.g., music, drum beat, poetry
DA.5.S.1.3:	Manipulate given elements of a phrase to produce variations and expand movement choices.
DA.5.S.1.4:	Use kinesthetic awareness to respond to shared movement with one or more dancers. **Clarifications:** e.g., counter-balance, mirroring, unison
DA.5.S.2.1:	Demonstrate the ability to focus and maintain presence during dance classes and performances.
DA.5.S.2.2:	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
DA.5.S.2.3:	Follow and repeat movement on the opposite side of the body or in reverse order.
DA.5.S.2.4:	Adapt and apply ensemble corrections to personal work.

DA.5.S.3.1:	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.
DA.5.S.3.2:	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.
DA.5.S.3.3:	Practice shifting weight from one leg to another using space and various levels and shapes.
DA.5.S.3.4:	Perform a phrase that uses complex changes in rhythms and meters. **Clarifications:** e.g., 2/4 to 3/4, 3/4 to 6/8
DA.5.S.3.5:	Apply understanding of support, weight placement, and center of gravity to attain balance.
DA.5.S.3.6:	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.
DA.5.S.3.7:	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.
DA.5.S.3.8:	Explore the use of sagittal, vertical, and horizontal line.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.5.M.1.10:	Perform a variety of dances accurately. **Clarifications:** Some examples of dances are line, square, contra, folk, step and social.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
TH.5.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. **Clarifications:** e.g., breath control, diction, concentration, control of isolated body parts
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.5.C.1.4:	Compare ways to prevent common childhood injuries and health problems. **Clarifications:** Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE - INTERM 3
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Dance (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

M/J Theatre 1 (#0400000) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. **Clarifications:** e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. **Clarifications:** e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	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.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J THEATRE 1
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Elementary Education (Grades K-6)

M/J Theatre 2 (#0400010) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. **Clarifications:** e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	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.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. **Clarifications:** e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. **Clarifications:** e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	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.
TH.68.S.1.4:	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. **Clarifications:** e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	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.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	• Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is

required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J THEATRE 2
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

M/J Theatre 3 (#0400020) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. **Clarifications:** e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	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.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. **Clarifications:** e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. **Clarifications:** e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3:	Write alternate endings for a specified play.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	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.
TH.68.S.1.4:	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. **Clarifications:** e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	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.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. **Clarifications:** e.g., scenery, properties, lighting, costumes, make-up, sound

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J THEATRE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)

M/J Theatre 3 and Career Planning (#0400025) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. **Clarifications:** e.g., health, environment, politics, bullying
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. **Clarifications:** e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.2.1:	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.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	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.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	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.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. **Clarifications:** e.g., scenery, properties, lighting, costumes, make-up, sound
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida

Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
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

Educator Certifications

English (Elementary Grades 1-6)
Drama (Grades 6-12)
English (Grades 6-12)

M/J Theatre 4 (#0400030) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. **Clarifications:** e.g., health, environment, politics, bullying
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. **Clarifications:** e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time. **Clarifications:** e.g., staging, lights, costumes
TH.68.F.2.1:	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.
TH.68.F.2.3:	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. **Clarifications:** e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4:	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.1:	Compare western theatre traditions with those of other cultures.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. **Clarifications:** e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.3:	Analyze theatre history and dramatic literature in the context of societal and cultural history.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4:	Discuss how the whole of a theatre performance is greater than the sum of its parts.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2:	Discuss and apply the theatrical production process to create a live performance.

TH.68.S.2.3:	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.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.2:	Use the elements of dramatic form to stage a play. **Clarifications:** e.g., plot, character, dialogue, conflict and resolution, setting
TH.68.S.3.3:	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments. **Clarifications:** e.g., people, events, time, place
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. **Clarifications:** e.g., scenery, properties, lighting, costumes, make-up, sound
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. **Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public 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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J THEATRE 4
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
Drama (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Middle Grades English (Middle Grades 5-9)

M/J Basic Theatre (MC) (#0400035) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. **Clarifications:** e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

Students learn the basics of theatre arts by exploring a character through such activities as pantomime, improvisation and effective speaking using articulation, projection and breathing. Students also explore elements of technical theatre by exploring the use of such elements as costumes, props and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0400035

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: M/J BASIC THEATRE

Number of Credits: Multiple Credit (more than 1 credit)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Elementary Grades 1-6)

M/J Acting 1 (#0400040) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.4:	Discuss the differences between presentational and representational theatre styles.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. **Clarifications:** e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believeable and explore the tools used to create, articulate, and execute them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: M/J ACTING 1

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 1

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

M/J Acting 2 (#0400045) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.3:	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.4:	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. **Clarifications:** e.g., vicarious identification with characters and actions, recognition that the play is not real life
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

Students with previous acting experience continue to build skills and knowledge in acting through analysis, discussion, and classroom 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 of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400045

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: M/J ACTING 2

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

M/J Introduction to Technical Theatre (#0400100) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6:	Describe historical and cultural influences leading to changes in theatre performance spaces and technology. **Clarifications:** e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. **Clarifications:** e.g., art elements, writing styles, science and math principles
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. **Clarifications:** e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.2:	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. **Clarifications:** e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400100

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: M/J INTRO TECH THEA

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

M/J Technical Theatre: Design and Production (#0400110) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.4:	Create and present a design, production concept, or performance and defend artistic choices.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.F.3.2:	Develop a list of line items that would typically be found in a production budget for a performance. **Clarifications:** e.g., royalties, publicity, set, costumes, theatre rental
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.5:	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
TH.68.H.2.6:	Describe historical and cultural influences leading to changes in theatre performance spaces and technology. **Clarifications:** e.g., indoor theatres, proscenium, gas lighting, computers
TH.68.H.2.8:	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
TH.68.H.3.1:	Identify principles and techniques that are shared between the arts and other content areas. **Clarifications:** e.g., art elements, writing styles, science and math principles
TH.68.H.3.2:	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.5:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. **Clarifications:** e.g., cooperation, communication, collaboration
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.2:	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. **Clarifications:** e.g., costume, scenery, lighting
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.3.1:	Compare theatre and its elements and vocabulary to other art forms.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.1:	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.3:	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.
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting. **Clarifications:** e.g., scenery, properties, lighting, costumes, make-up, sound
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

	• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400110

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: M/J TECH THEA DE&PR

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

English (Elementary Grades 1-6)
English (Grades 6-12)
Drama (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

M/J Musical Theatre 1 (#0400200) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5:	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.2.2:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. **Clarifications:** e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. **Clarifications:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. **Clarifications:** e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively. **Clarifications:** e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. **Clarifications:** e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.2:	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre by studying representative literature. Students will 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0400200

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J MUSIC THEATRE 1
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 2 (#0400205) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.6:	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. **Clarifications:** e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.1.4:	Survey an aspect of theatre to understand the ways in which technology has affected it over time. **Clarifications:** e.g., staging, lights, costumes
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.5:	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. **Clarifications:** e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2:	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.2:	Explore how theatre and theatrical works have influenced various cultures.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.1:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2:	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.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
DA.68.C.1.3:	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. **Clarifications:** e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.H.1.2:	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.C.2.2:	**Clarifications:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. **Clarifications:** e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively. **Clarifications:** e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. **Clarifications:** e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, acting, vocal performance, dance/movement, and staging, which transfer readily to musical theatre literature. Students will survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and with representative, age appropriate literature. They will learn to analyze the structures, stories and settings of musical theatre exemplars to understand how those components serve the story. 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 of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400205

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J MUSIC THEATRE 2
Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Musical Theatre 3 (#0400210) 2022 - And Beyond

Course Standards

Name	Description
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.1.3:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.2.1:	Use group-generated criteria to critique others and help strengthen each other's performance.
TH.68.C.2.2:	Keep a rehearsal journal to document individual performance progress.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. **Clarifications:** e.g., color, texture, shape, form, sound
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
TH.68.F.1.2:	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. **Clarifications:** e.g., royalties, copies, changing text
TH.68.H.1.1:	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2:	Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3:	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.6:	Discuss how a performer responds to different audiences.
TH.68.H.2.2:	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. **Clarifications:** e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
TH.68.H.2.7:	Define theatre genres from different periods in history, giving examples of each.
TH.68.H.3.3:	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4:	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.O.1.1:	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.3:	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.2.1:	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.4:	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5:	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.68.O.3.3:	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
TH.68.S.1.2:	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.
TH.68.S.1.3:	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.2.3:	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.
TH.68.S.2.4:	Memorize and present a character's lines from a monologue or scene.
TH.68.S.3.1:	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. **Clarifications:** e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts
TH.68.S.3.2:	Use the elements of dramatic form to stage a play. **Clarifications:** e.g., plot, character, dialogue, conflict and resolution, setting
TH.68.S.3.3:	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments. **Clarifications:** e.g., people, events, time, place
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.

	• Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. **Clarifications:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. **Clarifications:** e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively. **Clarifications:** e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. **Clarifications:** e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or

DA.68.C.1.3:	aesthetic value within a dance piece. **Clarifications:** e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.2.6:	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Student's coursework focuses on, but is not limited to, intermediate acting, intermediate vocal performance, intermediate dance/movement, and staging, which transfer readily to music theatre literature. Students will learn from studying styles and techniques used by well-known singer-actor-dancers and choreographers and they will begin to build a performance portfolio. Students will begin to use their prior knowledge to develop scenes on their own and incorporate blocking, choreography and settings. 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 of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400210

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J MUSIC THEATRE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)

M/J Drama Transfer (#0400220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: M/J DRAMA TRAN
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Introduction to Drama (#0400300) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.

- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: INTROD DRAMA

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Theatre 1 (#0400310) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
	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.

TH.912.S.2.3:	**Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Theatre 2 (#0400320) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. **Clarifications:** e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:	• Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 0400320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEATRE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre 3 Honors (#0400330) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. **Clarifications:** e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. **Clarifications:** e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:**

	e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
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	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
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ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
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ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
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General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

GENERAL NOTES

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEATRE 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre 4 Honors (#0400340) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. **Clarifications:** e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. **Clarifications:** e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	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. **Clarifications:** e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	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.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	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.
TH.912.H.2.9:	Create scenes that satirize current political or social events. **Clarifications:** e.g., improvise, script, perform
TH.912.H.2.10:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. **Clarifications:** e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. **Clarifications:** e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:**

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. **Clarifications:** e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

	• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

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VERSION DESCRIPTION

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

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GENERAL INFORMATION

Course Number: 0400340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEATRE 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Drama (Grades 6-12)
English (Grades 6-12)
Speech (Grades 6-12)

Theatre History and Literature 1 (#0400350) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. **Clarifications:** e.g., Shakespeare, classical Greek
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre History and Literature 2 Honors (#0400360) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	Create scenes that satirize current political or social events. **Clarifications:** e.g., improvise, script, perform
TH.912.H.2.10:	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.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. **Clarifications:** e.g., Shakespeare, classical Greek
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.4:	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. **Clarifications:**

	e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

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

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA HIST LIT 2 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Acting 1 (#0400370) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Acting 2 (#0400380) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.9:	Create scenes that satirize current political or social events. **Clarifications:** e.g., improvise, script, perform
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design

TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:**

	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:**

ELA.K12.EE.4.1:	In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)

Drama (Grades 6-12)
Speech (Grades 6-12)

Acting 3 (#0400390) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. **Clarifications:** e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0400390

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Acting 4 Honors (#0400400) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. **Clarifications:** e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.7:	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.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept,

TH.912.O.1.1:	characterization, and design. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

MA.K12.MTR.3.1:	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:**

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0400400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: ACTING 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Drama (Grades 6-12)

Technical Theatre: Design and Production for Scenery and Props (#0400407) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. **Clarifications:** e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. **Clarifications:** e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:**

	e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.C.1.7:	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.S.2.2:	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.1:	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400407

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THE D/P SCEN PR

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre: Design and Production for Costume, Makeup, and Hair (#0400409) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	• Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400409

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THE D/P CMH

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 1 (#0400410) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. **Clarifications:** e.g., proscenium, thrust, arena, black box
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. **Clarifications:** e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:**

	e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.3.1:	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. **Clarifications:** e.g., acoustics, sound amplification, materials, mechanics
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
SC.912.P.10.15:	Investigate and explain the relationships among current, voltage, resistance, and power.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: TECH THEA DES&PROD 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 2 (#0400420) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. **Clarifications:** e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

TH.912.O.3.6:	**Clarifications:** e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process. **Clarifications:** e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. **Clarifications:** e.g., media: ceramics, glass, wet, dry, digital
VA.912.S.3.12:	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. **Clarifications:** e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.3.1:	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. **Clarifications:** e.g., acoustics, sound amplification, materials, mechanics
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400420

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 3 (#0400430) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism

TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. **Clarifications:** e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. **Clarifications:** e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400430

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Technical Theatre Design & Production 4 Honors (#0400440) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	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. **Clarifications:** e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	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.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
	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.

TH.912.O.1.1:	**Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. **Clarifications:** e.g., Shakespeare, classical Greek
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. **Clarifications:** e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
VA.912.S.2.6:	Incorporate skills, concepts, and media to create images from ideation to resolution. **Clarifications:** e.g., structural elements of art, organizational principles of design, breadth

General Course Information and Notes

VERSION DESCRIPTION

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400440

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: TECH THEA DES&PROD4H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatrical Direction and Stage Management 1 (#0400500) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	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.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. **Clarifications:**

	e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. **Clarifications:** e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. **Clarifications:** e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

	• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400500	**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
	Abbreviated Title: THEA DIR & ST MAN 1
Number of Credits: One (1) credit	**Course Length:** Year (Y)
Course Type: Core Academic Course	**Course Level:** 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatrical Direction and Stage Management 2 Honors (#0400510) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. **Clarifications:** e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.3.2:	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.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.7:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:**

	e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. **Clarifications:** e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. **Clarifications:** e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.8:	Direct a scene or one-act play.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.

	• Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400510

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA DIR & ST MAN 2H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Voice and Diction (#0400540) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

VERSION DESCRIPTION

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

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

GENERAL INFORMATION

Course Number: 0400540

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: VOICE & DICTION

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Theatre Improvisation (#0400620) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.9:	Create scenes that satirize current political or social events. **Clarifications:** e.g., improvise, script, perform
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. **Clarifications:** e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400620

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEATRE IMPROV

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Drama (Grades 6-12)

Theatre, Cinema and Film Production (#0400660) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.6:	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents. **Clarifications:** e.g., scale rule, lighting template, stock furniture template, USITT standards
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400660

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: THEA CIN & FILM PROD

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Musical Theatre 1 (#0400700) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. **Clarifications:** e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	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.
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	• Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.912.C.2.4:	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400700

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: MUSIC THEATRE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Dance (Elementary and Secondary Grades K-12)

Musical Theatre 2 (#0400710) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.9:	Create scenes that satirize current political or social events. **Clarifications:** e.g., improvise, script, perform
TH.912.H.2.10:	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.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of

TH.912.S.1.4:	the final artistic product using established criteria. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.2.2:	Transfer expressive elements and performance techniques from one piece of music to another.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400710

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: MUSIC THEATRE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Dance (Elementary and Secondary Grades K-12)
Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)

Musical Theatre 3 (#0400720) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	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. **Clarifications:** e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.5:	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. **Clarifications:** e.g., script-writing, set design, costume design
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7:	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.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	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.
TH.912.H.2.11:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	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.

TH.912.O.1.1:	**Clarifications:** e.g., beats, actions, subtext
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.4:	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations.

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
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.
DA.912.C.2.2:	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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.S.3.7:	Move with agility, alone and relative to others, to perform complex dance sequences.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0400720

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: MUSIC THEATRE 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Dance (Elementary and Secondary Grades K-12)
Speech (Grades 6-12)
Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Theatre 1 (#0400800) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.1:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.3:	Analyze different types of stage configurations to determine the effects of each as potential production solutions. **Clarifications:** e.g., proscenium, thrust, arena, black box
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.2:	Solve short conflict-driven scenarios through improvisation.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3:	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.7:	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

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.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.2.8:	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
TH.912.O.3.2:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. **Clarifications:** e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. **Clarifications:** e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values
TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.2.1:	Create one or more technical design documents for a theatrical production. **Clarifications:** e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	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.

TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.2.9:	Research and defend one's own artistic choices as a designer.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3:	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6:	Compare the Stanislavski Method with other acting methods to support development of a personal method.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
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ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and script writing. Students are primarily exposed to pieces in their native language. Students are encouraged to view at least one out-of-class production per nine weeks for critical review.

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0400800

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: FL PRE-IB THEATRE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Florida's Preinternational Baccalaureate Theatre 2 (#0400805) 2022 - And Beyond

Course Standards

Name	Description
TH.912.C.1.1:	Devise an original work based on a global issue that explores various solutions to a problem. **Clarifications:** e.g., global warming, AIDS, food shortage, genocide
TH.912.C.1.2:	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. **Clarifications:** e.g., physical, vocal, emotional
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.6:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7:	Justify personal perceptions of a director's vision and/or playwright's intent.
TH.912.C.1.8:	Apply the components of aesthetics and criticism to a theatrical performance or design. **Clarifications:** e.g., description, interpretation, judgment, theorizing
TH.912.C.2.2:	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. **Clarifications:** e.g., multiple characters, multiple settings, multiple time periods
TH.912.C.2.4:	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.5:	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6:	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
TH.912.C.3.1:	Explore commonalities between works of theatre and other performance media. **Clarifications:** e.g., dance, mime, movies, street theatre, poetry reading
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
TH.912.C.3.3:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.F.1.1:	Synthesize research, analysis, and imagination to create believable characters and settings. **Clarifications:** e.g., scenery, costumes, props
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.F.1.4:	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
TH.912.F.2.1:	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. **Clarifications:** e.g., body of work, references, résumé, artist statement
TH.912.F.2.4:	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5:	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
TH.912.F.3.1:	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. **Clarifications:** e.g., leadership, financial needs and structure, marketing, personnel matters
TH.912.F.3.2:	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.
TH.912.F.3.3:	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.6:	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. **Clarifications:** e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
TH.912.F.3.8:	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.3:	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5:	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
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.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4:	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
TH.912.H.2.7:	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.
TH.912.H.2.9:	Create scenes that satirize current political or social events. **Clarifications:** e.g., improvise, script, perform
TH.912.H.2.10:	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.
TH.912.H.3.1:	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. **Clarifications:** e.g., time management, interpersonal skills, making priorities
TH.912.H.3.2:	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. **Clarifications:** e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
TH.912.H.3.4:	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.O.1.1:	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. **Clarifications:** e.g., beats, actions, subtext
TH.912.O.1.2:	Compare the conventions of western theatre with eastern theatre practices. **Clarifications:** e.g., puppetry, masks, stage space, symbolism
TH.912.O.1.3:	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2:	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.3:	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. **Clarifications:** e.g., Shakespeare, classical Greek
TH.912.O.2.4:	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.5:	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. **Clarifications:** e.g., playwrights, performers, directors, producers, designers
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. **Clarifications:** e.g., Aristotle's Poetics
TH.912.O.2.7:	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. **Clarifications:** e.g., audience, writing, space, design
TH.912.O.3.1:	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. **Clarifications:** e.g., correct terminology, plots, production meetings, headset etiquette
TH.912.O.3.4:	Create a performance piece to document a significant issue or event. **Clarifications:** e.g., pantomime, improvisation, scene, monologue
TH.912.O.3.5:	Design technical elements to document the progression of a character, plot, or theme.
TH.912.O.3.7:	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. **Clarifications:** e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
TH.912.S.1.2:	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3:	Develop criteria that may be applied to the selection and performance of theatrical work. **Clarifications:** e.g., appropriate to available actors, budget, venue, appropriate to community values

TH.912.S.1.4:	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. **Clarifications:** e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
TH.912.S.1.5:	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6:	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.7:	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. **Clarifications:** e.g., blocking, pacing, mood, concept, style
TH.912.S.1.8:	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. **Clarifications:** e.g., cultural, historical, symbolic, interpretive
TH.912.S.2.2:	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. **Clarifications:** e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
TH.912.S.2.3:	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. **Clarifications:** e.g., relationships, wants, needs, motivations
TH.912.S.2.5:	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.
TH.912.S.2.6:	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7:	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. **Clarifications:** e.g., concentration, observation, imagination, sense memory, listening, reacting
TH.912.S.3.1:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2:	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.4:	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.7:	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8:	Direct a scene or one-act play.
TH.912.S.3.9:	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
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	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
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ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.S.3.4:	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students an opportunity to gain experience and further their knowledge in theatre fundamentals. The content includes instruction in reading and interpretation of dramatic literature; techniques and mechanics of stagecraft, character analysis and portrayal; interpretive and analytical study of plays; theory and scriptwriting; and production of plays and other dramatic presentations. Students encounter international pieces including Japanese theater, theater of the Absurd, satire, as well as current works. All students are required to view at least one out-of-class production per nine weeks for critical review.

All instruction related o 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 Notes: This course requires students to participate in extra rehearsals and performances beyond the school day.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

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

document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf.

GENERAL INFORMATION

Course Number: 0400805

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >

Abbreviated Title: FL PRE-IB THEATRE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)
Speech (Grades 6-12)

Drama Transfer (#0400990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0400990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: DRAMA TRAN
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Theatre Grade Kindergarten (#5004200) 2022 - And Beyond

Course Standards

Name	Description
TH.K.C.1.1:	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
TH.K.C.2.1:	Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.1:	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2:	Share reactions to a live theatre performance. **Clarifications:** e.g., formal or informal in classroom
TH.K.F.1.1:	Pretend to be an animal by imitating its movements and sounds. **Clarifications:** e.g., walking, eating, hunting, growling, grunting, roaring
TH.K.F.3.1:	Exhibit age-appropriate dramatic play behaviors. **Clarifications:** e.g., using imagination, leading and following, following directions
TH.K.H.2.1:	Identify how the elements of place and time can change a story.
TH.K.H.3.1:	Describe feelings related to watching a play. **Clarifications:** e.g., happy, sad, surprised, scared
TH.K.O.1.1:	Share opinions about a story with classmates.
TH.K.O.2.1:	Draw a picture of a favorite scene from a play. **Clarifications:** e.g., character, costume, set piece
TH.K.O.3.1:	Compare a story that is read to one that is acted out.
TH.K.S.1.1:	Demonstrate appropriate audience behavior at a live performance. **Clarifications:** e.g., listen quietly, applaud
TH.K.S.1.2:	Describe play-acting, pretending, and real life.
TH.K.S.1.3:	Describe personal preferences related to a performance.
TH.K.S.2.1:	Pretend to be a character from a given story.
TH.K.S.3.1:	Use imagination to show a person at work, using the body and voice to communicate ideas.
TH.K.S.3.2:	Describe the concept of beginning, middle, and ending in stories using dramatic play.
TH.K.S.3.3:	Demonstrate use of the stage space using dramatic play.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.K.C.1.4:	Identify singing, speaking, and whispering voices.
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.S.1.1:	Improvise a response to a musical question sung or played by someone else. **Clarifications:** e.g., melodic, rhythmic
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Injury to self and/or others.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5004200

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE GRADE K
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Grade 1 (#5004210) 2022 - And Beyond

Course Standards

Name	Description
TH.1.C.1.1:	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2:	Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.1:	Discuss what worked well and what didn't work well after acting out a story.
TH.1.C.2.2:	Identify elements of an effective performance.
TH.1.C.3.1:	Share opinions about selected plays.
TH.1.F.1.1:	Pretend to be an animal or person living in an imagined place. **Clarifications:** e.g., farm, zoo, jungle, house, circus, city, moon
TH.1.F.3.1:	Describe and discuss how to work together as actors.
TH.1.H.1.1:	Identify characters in stories from various cultures.
TH.1.H.1.2:	Describe how people respond to special events in the community. **Clarifications:** e.g., sporting event, graduation, surprise party, wedding
TH.1.H.2.1:	Re-tell a story, demonstrating respect, from a culture other than one's own.
TH.1.H.3.1:	Identify similarities between plays and stories. **Clarifications:** e.g., characters, settings, costumes
TH.1.O.1.1:	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
TH.1.O.2.1:	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
TH.1.O.3.1:	Compare a play to an animated movie that tells the same story.
TH.1.S.1.1:	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2:	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3:	Explain personal preferences related to a performance.
TH.1.S.2.1:	Collaborate with others to present scenes from familiar stories.
TH.1.S.3.1:	Use simple acting techniques to portray a person, place, action, or thing. **Clarifications:** e.g., pantomime, voice
TH.1.S.3.2:	Describe characters and plot development discovered during dramatic play.
TH.1.S.3.3:	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.1.S.1.2:	Explore how body parts move by using imitation and imagery. **Clarifications:** e.g., elbow circles: turn a crank; flex/point: gas peddle
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Tooth decay and environmental damage.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
SC.1.P.12.1:	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.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5004210

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE GRADE 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Grade 2 (#5004220) 2022 - And Beyond

Course Standards

Name	Description
TH.2.C.1.1:	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2:	Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.1:	Discuss the purpose of a critique.
TH.2.C.2.2:	Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1:	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.
TH.2.F.2.1:	Identify the jobs people can have in a theater. **Clarifications:** e.g., actor, director, playwright, technician
TH.2.F.3.1:	Identify what was successful about a collaborative theatre activity. **Clarifications:** e.g., take turns, share, be a good listener
TH.2.H.1.1:	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.1.2:	Explain how to respond as an audience member in a different way, depending on the style of performance.
TH.2.H.2.1:	Identify universal characters in stories from different cultures.
TH.2.H.3.1:	Create dialogue for characters from a story.
TH.2.O.1.1:	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2:	Explain the difference between the stage, backstage, and audience areas.
TH.2.O.2.1:	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.O.3.1:	Identify theatrical elements and vocabulary found in everyday life. **Clarifications:** e.g., listening, watching, costumes
TH.2.S.1.1:	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2:	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3:	Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.S.2.1:	Collaborate with others to perform a scene and solve challenges.
TH.2.S.3.1:	Create imagined characters, relationships, and environments using basic acting skills. **Clarifications:** e.g., sensory recall, concentration, pantomime, vocal improvisation
TH.2.S.3.2:	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
TH.2.S.3.3:	Create the stage space to communicate character and action in specific locales.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.O.3.1:	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.S.2.1:	Demonstrate focus and concentration while listening to instructions and observing others' movement.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Negative emotions, accidents, injuries, and pollution.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5004220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE GRADE 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Intermediate 1 (#5004230) 2022 - And Beyond

Course Standards

Name	Description
TH.3.C.1.1:	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.
TH.3.C.1.2:	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
TH.3.C.2.1:	Revise a formal or informal performance after receiving a critique.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1:	Discuss the techniques that help create an effective theatre work.
TH.3.F.1.1:	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2:	Arrange classroom furniture to create an environment for a story.
TH.3.F.2.1:	Identify non-theatre professions that require the same skills as are used in theatre.
TH.3.F.3.1:	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
TH.3.H.1.1:	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2:	Interview an adult and create a story from his or her life using any theatrical form. **Clarifications:** e.g., pantomime, monologue, duet, ensemble scene
TH.3.H.2.1:	Identify geographical or cultural origins of stories.
TH.3.H.2.2:	Create and tell a story, fable, or tale.
TH.3.H.3.1:	Identify interpersonal skills that are learned through participation in a play. **Clarifications:** e.g., cooperation, listening, taking turns
TH.3.H.3.2:	Discuss differences between stories that are presented in different modes or time periods. **Clarifications:** e.g., live play, a reading, film
TH.3.H.3.3:	Plan and perform a simple performance based on a theme from another content area.
TH.3.O.1.1:	Describe how an actor creates a character. **Clarifications:** e.g., research, memorization, rehearsal process, warm-up, performance
TH.3.O.1.2:	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1:	Describe what happened in a play, using age-appropriate theatre terminology. **Clarifications:** e.g., plot, character
TH.3.O.2.2:	Collaborate to create a collage to show the emotion(s) of a particular story or play.
TH.3.O.3.1:	Compare the characteristics of theatre to television and movies.
TH.3.S.1.1:	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2:	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3:	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.2.1:	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
TH.3.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story. **Clarifications:** e.g., breath control, diction, concentration, control of isolated body parts
TH.3.S.3.2:	Use information gained from research to shape the creation of a character. **Clarifications:** e.g., print and non-print sources
TH.3.S.3.3:	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4:	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.3.F.3.1:	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.
DA.3.S.1.1:	Create movement to express feelings, images, and stories.
DA.3.S.1.2:	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3:	Explore positive and negative space to increase kinesthetic awareness.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. **Clarifications:** An example of a safety procedure is wearing a helmet when riding a bicycle.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5004230

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE-INTERM 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Drama (Grades 6-12)

Theatre Intermediate 2 (#5004240) 2022 - And Beyond

Course Standards

Name	Description
TH.4.C.1.1:	Devise a story about an age-appropriate issue and explore different endings. **Clarifications:** e.g., strangers, healthy eating habits, bullying
TH.4.C.1.2:	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
TH.4.C.2.1:	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2:	Reflect on the strengths and needs of one's own performance.
TH.4.C.2.3:	Describe the choices perceived in a peer's performance or design.
TH.4.C.3.1:	Identify the characteristics of an effective acting performance. **Clarifications:** e.g., Can I be seen? Can I be heard? Can I be understood?
TH.4.C.3.2:	Create an original scene or monologue based on a historical event or person.
TH.4.C.3.3:	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.F.1.1:	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
TH.4.F.1.2:	Create sound and lighting effects to suggest the mood of a story.
TH.4.F.2.1:	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events. **Clarifications:** e.g., concert, dance performance, gallery opening, sports event, public speaker
TH.4.F.3.1:	Identify the leadership qualities of directors, actors, and/or technicians. **Clarifications:** e.g., punctuality, preparedness, dependability, self-discipline, problem-solving
TH.4.H.1.1:	Re-create a famous character from Florida history.
TH.4.H.1.2:	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3:	Identify playwrights whose lives or careers have a connection with Florida. **Clarifications:** e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers
TH.4.H.2.1:	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
TH.4.H.2.2:	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
TH.4.H.3.1:	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2:	Compare a historical play with actual historical events.
TH.4.H.3.3:	Create an original story after listening to music or viewing a work of art.
TH.4.O.1.1:	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2:	Identify common audience conventions used when viewing a play. **Clarifications:** e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing
TH.4.O.2.1:	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2:	Create a mask to show a comic or tragic character.
TH.4.O.3.1:	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2:	Explore how theatre is used to understand different cultures.
TH.4.S.1.1:	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2:	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3:	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.2.1:	Collaborate with others to share responsibilities for a production.
TH.4.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. **Clarifications:** e.g., breath control, diction, concentration, control of isolated body parts
TH.4.S.3.2:	Use information gained from research to shape acting choices in a simple, historically based scene. **Clarifications:** e.g., print and non-print sources
TH.4.S.3.3:	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4:	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.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	• Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.
DA.4.S.2.1:	Display attention, cooperation, and focus during class and performance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
SS.4.A.9.1:	Utilize timelines to sequence key events in Florida history.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5004240

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE-INTERM 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Drama (Grades 6-12)

Theatre Intermediate 3 (#5004250) 2022 - And Beyond

Course Standards

Name	Description
TH.5.C.1.1:	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. **Clarifications:** e.g., bullying, name-calling, cheating
TH.5.C.1.2:	Create an original pantomime using instrumental music created or found to set the mood.
TH.5.C.2.1:	Change and strengthen one's own performance based on coaching from a director.
TH.5.C.2.2:	Write a self-critique of a performance.
TH.5.C.2.3:	Defend an artistic choice for a theatrical work.
TH.5.C.2.4:	Identify correct vocabulary used in a formal theatre critique.
TH.5.C.3.1:	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.2:	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
TH.5.C.3.3:	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.F.1.1:	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.
TH.5.F.1.2:	Create a new ending for a familiar story.
TH.5.F.1.3:	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
TH.5.F.2.1:	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood. **Clarifications:** e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants
TH.5.F.3.1:	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom. **Clarifications:** e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving
TH.5.H.1.1:	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
TH.5.H.2.1:	Recognize theatre works as a reflection of societal beliefs and values.
TH.5.H.2.2:	Identify types of early American theatre. **Clarifications:** e.g., melodrama, musical theatre
TH.5.H.3.1:	Identify symbolism in a play that is found in other art forms. **Clarifications:** e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict
TH.5.H.3.2:	Compare theatre to other modes of communication. **Clarifications:** e.g., film, television, concerts, literature, visual art
TH.5.H.3.3:	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.H.3.4:	Act out a character learned about in another content area. **Clarifications:** e.g., science, history, literature, physical education, health
TH.5.O.1.1:	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2:	Research types of props that might be found in a play.
TH.5.O.1.3:	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.2.1:	Create a story board of the major events in a play.
TH.5.O.2.2:	Make a list of types of props that might be found in a play.
TH.5.O.2.3:	Predict the ending of a play or performance.
TH.5.O.2.4:	Collaborate with others to develop and refine original scripts, and justify writing choices.
TH.5.O.3.1:	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2:	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.S.1.1:	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2:	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3:	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.S.2.1:	Collaborate with others to create productions and solve challenges.
TH.5.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. **Clarifications:** e.g., breath control, diction, concentration, control of isolated body parts
TH.5.S.3.2:	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece. **Clarifications:** e.g., print and non-print sources

TH.5.S.3.3:	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
TH.5.S.3.4:	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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
DA.5.O.3.1:	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.5.F.2.2:	Explain why live performances are important to the career of the artist and the success of performance venues.

General Course Information and Notes

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 detailed 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5004250

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Drama - Theatre Arts > **SubSubject:** General >
Abbreviated Title: THEATRE-INTERM 3
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3,4,5

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Drama (Grades 6-12)

Driver Education/Traffic Safety-Classroom (#1900300) 2022

- And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. **Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

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.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Driver Education Endorsement.

GENERAL INFORMATION

Course Number: 1900300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Driver Education and Traffic Safety > **SubSubject:** General >

Abbreviated Title: DRIVER ED CLASS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Driver Education/Traffic Safety-Classroom and Laboratory (#1900310) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.

MA.K12.MTR.5.1:	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

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.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Driver Education Endorsement.

GENERAL INFORMATION

Course Number: 1900310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Driver Education and Traffic Safety > **SubSubject:** General >

Abbreviated Title: DRIVER ED CLASS/LAB

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

M/J Intensive Reading 1 (#1000010) 2021 - And Beyond

Course Standards

For 6th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.6.C.1.2:	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard. **Standard Relation to Course: Supporting**
ELA.6.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Supporting**
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Supporting**
ELA.6.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Supporting**
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Supporting**
ELA.6.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Supporting**
ELA.6.R.1.1:	Analyze how the interaction between characters contributes to the development of a plot in a literary text. **Standard Relation to Course: Major**
ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. *Clarification 2*: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

	Standard Relation to Course: Major
ELA.6.R.1.3:	Explain the influence of multiple narrators and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark. **Standard Relation to Course: Major**
ELA.6.R.1.4:	Describe the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. **Standard Relation to Course: Major**
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts. **Standard Relation to Course: Major**
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. **Clarifications:** *Clarification 1*: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text. **Standard Relation to Course: Major**
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic. **Standard Relation to Course: Major**
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.6.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.6.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser. **Standard Relation to Course: Major**
	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

ELA.612.F.2.2:	**Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. **Standard Relation to Course: Major**
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word. **Standard Relation to Course: Major**
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

	Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

GENERAL INFORMATION

Course Number: 1000010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >
Abbreviated Title: M/J INTENS READ 1
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

M/J Intensive Reading 2 (#1000012) 2021 - And Beyond (current)

Course Standards

For 7th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser. **Standard Relation to Course: Major**
ELA.612.F.2.2:	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. **Standard Relation to Course: Major**
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word. **Standard Relation to Course: Major**
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.7.C.1.2:	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Supporting**
ELA.7.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Supporting**
ELA.7.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Supporting**
	Present information orally, in a logical sequence, emphasizing key points that support the central idea.

ELA.7.C.2.1:	**Clarifications:** *Clarification 1*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Supporting**
ELA.7.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Skills to be implemented but not yet mastered are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Supporting**
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. **Standard Relation to Course: Major**
ELA.7.R.1.2:	Compare two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. *Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. *Clarification 2*: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. **Standard Relation to Course: Major**
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. *Clarification 2*: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. **Standard Relation to Course: Major**
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. **Standard Relation to Course: Major**
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. **Standard Relation to Course: Major**
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. **Clarifications:** *Clarification 1*: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. **Standard Relation to Course: Major**
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.7.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.

	Standard Relation to Course: Major
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.7.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.7.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.7.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000012

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >
Abbreviated Title: M/J INTENS READ 2
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Reading (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

M/J Intensive Reading 3 (#1000014) 2021 - And Beyond (current)

Course Standards

For 8th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser. **Standard Relation to Course: Major**
ELA.612.F.2.2:	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. **Standard Relation to Course: Major**
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word. **Standard Relation to Course: Major**
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.8.C.1.2:	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.8.C.1.3:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.8.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. **Clarifications:** Clarification 1: See Writing Types. **Standard Relation to Course: Major**
	Present information orally, in a logical sequence, supporting the central idea with credible evidence. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume,

ELA.8.C.2.1:	pronunciation, and pacing. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.8.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.8.R.1.1:	Analyze the interaction between character development, setting, and plot in a literary text. **Standard Relation to Course: Major**
ELA.8.R.1.2:	Analyze two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. *Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.8.R.1.3:	Analyze how an author develops and individualizes the perspectives of different characters. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.8.R.1.4:	Analyze structure, sound, imagery, and figurative language in poetry. **Clarifications:** Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, line breaks, and stanza breaks. *Clarification 2*: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter. *Clarification 3*: Imagery, as used here, refers to language and description that appeals to the five senses. *Clarification 4*: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. **Standard Relation to Course: Major**
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. **Standard Relation to Course: Major**
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text. **Standard Relation to Course: Major**
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**

ELA.8.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. **Clarifications:** *Clarification 1*: See Archetypes. **Standard Relation to Course: Major**
ELA.8.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.8.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.8.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.8.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000014

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial > **Abbreviated Title:** M/J INTENS READ 3 **Course Length:** Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Reading (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

Intensive Reading 1 (#1000412) 2021 - And Beyond (current)

Course Standards

For 9th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold if a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser. **Standard Relation to Course: Major**
ELA.612.F.2.2:	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. **Standard Relation to Course: Major**
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word. **Standard Relation to Course: Major**
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume,

ELA.9.C.2.1:	pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Supporting**
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony. **Standard Relation to Course: Major**
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.

	Standard Relation to Course: Major
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Supporting**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000412

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Abbreviated Title: Intens Read 1

Number of Credits: Multiple Credit (more than 1 credit)

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Electives

Educator Certifications

Reading (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus Reading Endorsement
Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Reading 2 (#1000414) 2021 - And Beyond (current)

Course Standards

For 10th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:** *Clarification 1*: For more information, see Literary Periods.
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays.
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.10.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language.
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser.
ELA.612.F.2.2:	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word.
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.8.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade

	level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000414

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Abbreviated Title: INTENS READ 2

Number of Credits: One (1) credit

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Electives

Educator Certifications

Reading (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus Reading Endorsement
Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Reading 3 (#1000416) 2021 - And Beyond (current)

Course Standards

For 11th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. *Clarification 3*: These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.11.R.1.2:	Track and analyze universal themes in literary texts from different times and places. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.11.R.1.3:	Analyze the author's choices in using juxtaposition to define character perspective. **Clarifications:** *Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. *Clarification 2*: The term perspective means "a particular attitude toward or way of regarding something."
ELA.11.R.1.4:	Analyze ways in which poetry reflects themes and issues of its time period. **Clarifications:** *Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods. • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) Clarification 2: For more information, see Literary Periods.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. **Clarifications:** *Clarification 1*: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. **Clarifications:** *Clarification 1*: Examples of allegory should be taken from the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 3*: See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning.
	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and

ELA.11.R.3.4:	responsible for all four appeals; kairos is added at this grade level *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser.
ELA.612.F.2.2:	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word.
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.8.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000416

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts

> **SubSubject:** Remedial >

Abbreviated Title: INTENS READ 3

Number of Credits: One (1) credit

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Electives

Educator Certifications

Reading (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus Reading Endorsement
Reading Endorsement Plus Social Science (Grades 6-12)

Intensive Reading 4 (#1000418) 2021 - And Beyond (current)

Course Standards

For 12th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis. **Standard Relation to Course: Major**
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. *Clarification 4*: Functional significance refers to the role each element plays in creating meaning or effect for the reader. **Standard Relation to Course: Major**
ELA.12.R.1.2:	Analyze two or more themes and evaluate their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. **Standard Relation to Course: Major**
	Evaluate the development of character perspective, including conflicting perspectives.

ELA.12.R.1.3:	**Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.12.R.1.4:	Evaluate works of major poets in their historical context. **Clarifications:** *Sample poets for this benchmark include*: • Emily Dickinson • Langston Hughes • Robert Frost • Phyllis Wheatley • Edna St. Vincent Millay • Countee Cullen • Robert Burns • Percy Bysshe Shelley *Clarification 1*: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent. *Clarification 2*: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work. *Clarification 3*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.12.R.2.1:	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. **Standard Relation to Course: Major**
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s). **Standard Relation to Course: Major**
ELA.12.R.2.4:	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 3*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.12.R.3.1:	Evaluate an author's use of figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.12.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.12.R.3.3:	Analyze the influence of classic literature on contemporary world texts. **Clarifications:** *Clarification 1*: Classic literature for this benchmark should be drawn from and representative of the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest. **Standard Relation to Course: Major**
	Evaluate rhetorical choices across multiple texts. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the

ELA.12.R.3.4:	effectiveness of multiple texts. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.12.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.12.V.1.2:	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. *Clarification 3*: See Foreign Words and Phrases for a list of commonly used foreign phrases. **Standard Relation to Course: Major**
ELA.12.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.12.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. b. Orally break cat into c-a-t/ orally break trouser into trou-ser. **Standard Relation to Course: Major**
ELA.612.F.2.2:	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. **Standard Relation to Course: Major**
ELA.612.F.2.3:	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. **Clarifications:** *Clarification 1*: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word. **Standard Relation to Course: Major**
ELA.612.F.2.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 1000418

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

Abbreviated Title: INTENS READ 4

Number of Credits: One (1) credit

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Electives

Educator Certifications

English (Grades 6-12) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12)
Reading Endorsement Plus Social Science (Grades 6-12)

M/J Language Arts 1 (#1001010) 2022 - And Beyond

Course Standards

Name	Description
ELA.6.C.1.2:	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard. **Standard Relation to Course: Major**
ELA.6.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.6.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers. **Standard Relation to Course: Major**
ELA.6.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.6.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.6.C.5.1:	Integrate diverse digital media to enhance audience engagement in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation. **Standard Relation to Course: Major**
ELA.6.C.5.2:	Use digital tools to produce writing. **Standard Relation to Course: Major**

ELA.6.R.1.1:	Analyze how the interaction between characters contributes to the development of a plot in a literary text. **Standard Relation to Course: Major**
ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. *Clarification 2*: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.6.R.1.3:	Explain the influence of multiple narrators and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark. **Standard Relation to Course: Major**
ELA.6.R.1.4:	Describe the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. **Standard Relation to Course: Major**
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts. **Standard Relation to Course: Major**
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. **Clarifications:** *Clarification 1*: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text. **Standard Relation to Course: Major**
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic. **Standard Relation to Course: Major**
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.6.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.6.R.3.3:	Compare and contrast how authors from different time periods address the same or related topics. **Clarifications:** *Clarification 1*: Texts for this benchmark should be selected from the following literary periods: • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) **Standard Relation to Course: Major**
ELA.6.R.3.4:	Identify rhetorical appeals in a text. **Clarifications:** *Clarification 1*: Students will identify the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals. **Standard Relation to Course: Major**
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

	Standard Relation to Course: Major
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.6.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading

approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 6th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >
Abbreviated Title: M/J LANG ARTS 1
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 1 Advanced (#1001020) 2022 - And Beyond

Course Standards

Name	Description
ELA.6.C.1.2:	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard. **Standard Relation to Course: Major**
ELA.6.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.6.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers. **Standard Relation to Course: Major**
ELA.6.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.6.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.6.C.5.1:	Integrate diverse digital media to enhance audience engagement in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation. **Standard Relation to Course: Major**
ELA.6.C.5.2:	Use digital tools to produce writing. **Standard Relation to Course: Major**

ELA.6.R.1.1:	Analyze how the interaction between characters contributes to the development of a plot in a literary text. **Standard Relation to Course: Major**
ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. *Clarification 2*: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.6.R.1.3:	Explain the influence of multiple narrators and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark. **Standard Relation to Course: Major**
ELA.6.R.1.4:	Describe the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. **Standard Relation to Course: Major**
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts. **Standard Relation to Course: Major**
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. **Clarifications:** *Clarification 1*: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text. **Standard Relation to Course: Major**
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic. **Standard Relation to Course: Major**
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.6.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.6.R.3.3:	Compare and contrast how authors from different time periods address the same or related topics. **Clarifications:** *Clarification 1*: Texts for this benchmark should be selected from the following literary periods: • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) **Standard Relation to Course: Major**
ELA.6.R.3.4:	Identify rhetorical appeals in a text. **Clarifications:** *Clarification 1*: Students will identify the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals. **Standard Relation to Course: Major**
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

	Standard Relation to Course: Major
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.6.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.6.W.1.3:	Interpret primary and secondary sources. **Clarifications:** Examples are artifacts, images, auditory sources, written sources. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 6th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >
Abbreviated Title: M/J LANG ARTS 1 ADV
Course Length: Year (Y)
Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

M/J Language Arts 2 (#1001040) 2022 - And Beyond

Course Standards

Name	Description
ELA.7.C.1.2:	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.7.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.7.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.7.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers. **Standard Relation to Course: Major**
ELA.7.C.2.1:	Present information orally, in a logical sequence, emphasizing key points that support the central idea. **Clarifications:** *Clarification 1*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.7.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Skills to be implemented but not yet mastered are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.7.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. *Clarification 2*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.7.C.5.1:	Integrate diverse digital media to build cohesion in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation. **Standard Relation to Course: Major**
ELA.7.C.5.2:	Use digital tools to produce and share writing. **Standard Relation to Course: Major**
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. **Standard Relation to Course: Major**
	Compare two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

ELA.7.R.1.2:	*Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. *Clarification 2*: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. **Standard Relation to Course: Major**
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. *Clarification 2*: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. **Standard Relation to Course: Major**
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. **Standard Relation to Course: Major**
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. **Standard Relation to Course: Major**
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. **Clarifications:** *Clarification 1*: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. **Standard Relation to Course: Major**
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.7.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. *Clarification 2*: See Secondary Figurative Language. *Clarification 3*: See Rhetorical Devices. **Standard Relation to Course: Major**
ELA.7.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.

	Standard Relation to Course: Major
ELA.7.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.7.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 7th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >
Abbreviated Title: M/J LANG ARTS 2
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 2 Advanced (#1001050) 2022 - And Beyond

Course Standards

Name	Description
ELA.7.C.1.2:	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.7.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.7.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.7.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers. **Standard Relation to Course: Major**
ELA.7.C.2.1:	Present information orally, in a logical sequence, emphasizing key points that support the central idea. **Clarifications:** *Clarification 1*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.7.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Skills to be implemented but not yet mastered are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.7.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. *Clarification 2*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.7.C.5.1:	Integrate diverse digital media to build cohesion in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation. **Standard Relation to Course: Major**
ELA.7.C.5.2:	Use digital tools to produce and share writing. **Standard Relation to Course: Major**
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. **Standard Relation to Course: Major**
	Compare two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

ELA.7.R.1.2:	*Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. *Clarification 2*: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. **Standard Relation to Course: Major**
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. *Clarification 2*: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. **Standard Relation to Course: Major**
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. **Standard Relation to Course: Major**
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. **Standard Relation to Course: Major**
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. **Clarifications:** *Clarification 1*: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. **Standard Relation to Course: Major**
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.7.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. *Clarification 2*: See Secondary Figurative Language. *Clarification 3*: See Rhetorical Devices. **Standard Relation to Course: Major**
ELA.7.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.

	Standard Relation to Course: Major
ELA.7.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.7.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda). **Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 7th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >
Abbreviated Title: M/J LANG ARTS 2 ADV
Course Length: Year (Y)
Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)

M/J Language Arts 3 (#1001070) 2022 - And Beyond

Course Standards

Name	Description
ELA.8.C.1.2:	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.8.C.1.3:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.8.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. **Clarifications:** Clarification 1: See Writing Types. **Standard Relation to Course: Major**
ELA.8.C.1.5:	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.8.C.2.1:	Present information orally, in a logical sequence, supporting the central idea with credible evidence. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.8.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.8.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. *Clarification 2*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.8.C.5.1:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks. **Standard Relation to Course: Major**
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing. **Standard Relation to Course: Major**
ELA.8.R.1.1:	Analyze the interaction between character development, setting, and plot in a literary text. **Standard Relation to Course: Major**
ELA.8.R.1.2:	Analyze two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. *Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
	Analyze how an author develops and individualizes the perspectives of different characters. **Clarifications:**

ELA.8.R.1.3:	*Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.8.R.1.4:	Analyze structure, sound, imagery, and figurative language in poetry. **Clarifications:** Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, line breaks, and stanza breaks. *Clarification 2*: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter. *Clarification 3*: Imagery, as used here, refers to language and description that appeals to the five senses. *Clarification 4*: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. **Standard Relation to Course: Major**
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. **Standard Relation to Course: Major**
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text. **Standard Relation to Course: Major**
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.8.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. **Clarifications:** *Clarification 1*: See Archetypes. **Standard Relation to Course: Major**
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma. *Clarification 2*: See Secondary Figurative Language. *Clarification 3*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 4*: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses. **Standard Relation to Course: Major**
ELA.8.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

ELA.8.V.1.2:	**Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.8.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.8.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 8th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001070

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >
Abbreviated Title: M/J LANG ARTS 3
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

M/J Language Arts 3 Advanced (#1001080) 2022 - And Beyond

Course Standards

Name	Description
ELA.8.C.1.2:	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.8.C.1.3:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.8.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. **Clarifications:** Clarification 1: See Writing Types. **Standard Relation to Course: Major**
ELA.8.C.1.5:	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.8.C.2.1:	Present information orally, in a logical sequence, supporting the central idea with credible evidence. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.8.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.8.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. *Clarification 2*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.8.C.5.1:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks. **Standard Relation to Course: Major**
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing. **Standard Relation to Course: Major**
ELA.8.R.1.1:	Analyze the interaction between character development, setting, and plot in a literary text. **Standard Relation to Course: Major**
ELA.8.R.1.2:	Analyze two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. *Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
	Analyze how an author develops and individualizes the perspectives of different characters. **Clarifications:**

ELA.8.R.1.3:	*Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.8.R.1.4:	Analyze structure, sound, imagery, and figurative language in poetry. **Clarifications:** Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, line breaks, and stanza breaks. *Clarification 2*: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter. *Clarification 3*: Imagery, as used here, refers to language and description that appeals to the five senses. *Clarification 4*: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. **Standard Relation to Course: Major**
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. **Standard Relation to Course: Major**
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text. **Standard Relation to Course: Major**
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). **Standard Relation to Course: Major**
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.8.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. **Clarifications:** *Clarification 1*: See Archetypes. **Standard Relation to Course: Major**
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma. *Clarification 2*: See Secondary Figurative Language. *Clarification 3*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 4*: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses. **Standard Relation to Course: Major**
ELA.8.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

ELA.8.V.1.2:	**Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Major**
ELA.8.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.8.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with

rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 8th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001080

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts >
SubSubject: English >
Abbreviated Title: M/J LANG ARTS 3 ADV
Course Length: Year (Y)
Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)

English 1 (#1001310) 2022 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Major**
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. **Standard Relation to Course: Major**
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. **Standard Relation to Course: Major**
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

	Standard Relation to Course: Major
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony. **Standard Relation to Course: Major**
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:**

ELA.9.V.1.2:	*Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Equivalent Courses

1001415-Pre-Advanced Placement English 1
Equivalency start year: 2018

English 1 for Credit Recovery (#1001315) 2022 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. **Clarifications:** *Clarification 1*: For more information, see Literary Periods.
	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast,

ELA.9.R.2.1:	cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Special Notes: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 1 CR

Number of Credits: One (1) credit

Course Length: Credit Recovery (R)

Course Type: Credit Recovery

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

English Honors 1 (#1001320) 2022 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Major**
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. **Standard Relation to Course: Major**
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. **Standard Relation to Course: Major**
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

	Standard Relation to Course: Major
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony. **Standard Relation to Course: Major**
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:**

ELA.9.V.1.2:	*Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. **Clarifications:** Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG HON 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Equivalent Courses

1001415-Pre-Advanced Placement English 1
Equivalency start year: 2018

English 2 (#1001340) 2022 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate. **Standard Relation to Course: Major**
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience. **Standard Relation to Course: Major**
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements. **Standard Relation to Course: Major**
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

	Standard Relation to Course: Major
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.1.4:	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays. **Standard Relation to Course: Major**
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.10.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

	Standard Relation to Course: Major
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Equivalent Courses

1001416-Pre-Advanced Placement English 2
Equivalency start year: 2020

English 2 for Credit Recovery (#1001345) 2022 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:**

	Clarification 1: For more information, see Literary Periods.
ELA.10.R.1.4:	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. **Clarifications:** *Clarification 1*: For more information, see Literary Periods.
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays.
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.10.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Special Notes: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support,

students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001345

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 2 CR

Number of Credits: One (1) credit

Course Length: Credit Recovery (R)

Course Type: Credit Recovery

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 10

Educator Certifications

English (Grades 6-12)

English Honors 2 (#1001350) 2022 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate. **Standard Relation to Course: Major**
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience. **Standard Relation to Course: Major**
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements. **Standard Relation to Course: Major**
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

	Standard Relation to Course: Major
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.1.4:	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays. **Standard Relation to Course: Major**
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.10.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

	Standard Relation to Course: Major
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. **Clarifications:** Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG HON 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Equivalent Courses

1001416-Pre-Advanced Placement English 2
Equivalency start year: 2020

English 3 (#1001370) 2022 - And Beyond

Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. *Clarification 3*: These written works will take longer and are meant to reflect thorough research and analysis. **Standard Relation to Course: Major**
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. **Standard Relation to Course: Major**
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. **Clarifications:** *Clarification 1*: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. **Standard Relation to Course: Major**
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. **Standard Relation to Course: Major**
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the

	author's voice. **Standard Relation to Course: Major**
ELA.11.R.1.2:	Track and analyze universal themes in literary texts from different times and places. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.11.R.1.3:	Analyze the author's choices in using juxtaposition to define character perspective. **Clarifications:** *Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. *Clarification 2*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.11.R.1.4:	Analyze ways in which poetry reflects themes and issues of its time period. **Clarifications:** *Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods. • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) Clarification 2: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. **Clarifications:** *Clarification 1*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. **Standard Relation to Course: Major**
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning. **Standard Relation to Course: Major**
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. **Clarifications:** *Clarification 1*: Examples of allegory should be taken from the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 3*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**

ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning. **Standard Relation to Course: Major**
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.11.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

	Standard Relation to Course: Supporting
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

English 3 for Credit Recovery (#1001375) 2022 - And Beyond

Course Standards

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. *Clarification 3*: These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. **Clarifications:** *Clarification 1*: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
	Track and analyze universal themes in literary texts from different times and places.

ELA.11.R.1.2:	**Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.11.R.1.3:	Analyze the author's choices in using juxtaposition to define character perspective. **Clarifications:** *Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. *Clarification 2*: The term perspective means "a particular attitude toward or way of regarding something."
ELA.11.R.1.4:	Analyze ways in which poetry reflects themes and issues of its time period. **Clarifications:** *Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods. • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) Clarification 2: For more information, see Literary Periods.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. **Clarifications:** *Clarification 1*: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. **Clarifications:** *Clarification 1*: Examples of allegory should be taken from the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 3*: See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930)

	• Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.11.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

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

GENERAL INFORMATION

Course Number: 1001375

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >
Abbreviated Title: ENG 3 CR

Number of Credits: One (1) credit

Course Length: Credit Recovery (R)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

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

Educator Certifications

English (Grades 6-12)

English Honors 3 (#1001380) 2022 - And Beyond

Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. *Clarification 3*: These written works will take longer and are meant to reflect thorough research and analysis. **Standard Relation to Course: Major**
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. **Standard Relation to Course: Major**
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. **Clarifications:** *Clarification 1*: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. **Standard Relation to Course: Major**
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. **Standard Relation to Course: Major**
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the

	author's voice. **Standard Relation to Course: Major**
ELA.11.R.1.2:	Track and analyze universal themes in literary texts from different times and places. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.11.R.1.3:	Analyze the author's choices in using juxtaposition to define character perspective. **Clarifications:** *Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. *Clarification 2*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.11.R.1.4:	Analyze ways in which poetry reflects themes and issues of its time period. **Clarifications:** *Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods. • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) Clarification 2: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. **Clarifications:** *Clarification 1*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. **Standard Relation to Course: Major**
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning. **Standard Relation to Course: Major**
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. **Clarifications:** *Clarification 1*: Examples of allegory should be taken from the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 3*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**

ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning. **Standard Relation to Course: Major**
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.11.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

	Standard Relation to Course: Supporting
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. **Clarifications:** Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG HON 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

English 4 (#1001400) 2022 - And Beyond

Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis. **Standard Relation to Course: Major**
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. **Standard Relation to Course: Major**
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats. **Standard Relation to Course: Major**
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the

	author's voice. *Clarification 4*: Functional significance refers to the role each element plays in creating meaning or effect for the reader. **Standard Relation to Course: Major**
ELA.12.R.1.2:	Analyze two or more themes and evaluate their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. **Standard Relation to Course: Major**
ELA.12.R.1.3:	Evaluate the development of character perspective, including conflicting perspectives. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.12.R.1.4:	Evaluate works of major poets in their historical context. **Clarifications:** *Sample poets for this benchmark include*: • Emily Dickinson • Langston Hughes • Robert Frost • Phyllis Wheatley • Edna St. Vincent Millay • Countee Cullen • Robert Burns • Percy Bysshe Shelley *Clarification 1*: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent. *Clarification 2*: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work. *Clarification 3*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.12.R.2.1:	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. **Standard Relation to Course: Major**
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s). **Standard Relation to Course: Major**
ELA.12.R.2.4:	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 3*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.12.R.3.1:	Evaluate an author's use of figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.12.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.12.R.3.3:	Analyze the influence of classic literature on contemporary world texts. **Clarifications:** *Clarification 1*: Classic literature for this benchmark should be drawn from and representative of the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature

	• Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest. **Standard Relation to Course: Major**
ELA.12.R.3.4:	Evaluate rhetorical choices across multiple texts. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.12.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.12.V.1.2:	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. *Clarification 3*: See Foreign Words and Phrases for a list of commonly used foreign phrases. **Standard Relation to Course: Major**
ELA.12.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.12.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1001400

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: English

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

English (Grades 6-12)

English 4 for Credit Recovery (#1001402) 2022 - And Beyond

Course Standards

Additional Requirements:

The following Florida State Standards for Mathematical Practices are applicable in all content areas.

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

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: See Convention Progression by Grade Level for more information.
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. *Clarification 4*: Functional significance refers to the role each element plays in creating meaning or effect for the reader.
ELA.12.R.1.2:	Analyze two or more themes and evaluate their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the

	author's message.
ELA.12.R.1.3:	Evaluate the development of character perspective, including conflicting perspectives. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.12.R.1.4:	Evaluate works of major poets in their historical context. **Clarifications:** *Sample poets for this benchmark include*: • Emily Dickinson • Langston Hughes • Robert Frost • Phyllis Wheatley • Edna St. Vincent Millay • Countee Cullen • Robert Burns • Percy Bysshe Shelley *Clarification 1*: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent. *Clarification 2*: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work. *Clarification 3*: For more information, see Literary Periods.
ELA.12.R.2.1:	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s).
ELA.12.R.2.4:	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 3*: Validity refers to the soundness of the arguments.
ELA.12.R.3.1:	Evaluate an author's use of figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.12.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.12.R.3.3:	Analyze the influence of classic literature on contemporary world texts. **Clarifications:** *Clarification 1*: Classic literature for this benchmark should be drawn from and representative of the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.
ELA.12.R.3.4:	Evaluate rhetorical choices across multiple texts. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.

ELA.12.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.12.V.1.2:	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. *Clarification 3*: See Foreign Words and Phrases for a list of commonly used foreign phrases.
ELA.12.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.12.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading

approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

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

GENERAL INFORMATION

Course Number: 1001402

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG 4 CR

Number of Credits: One (1) credit

Course Length: Credit Recovery (R)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

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

Educator Certifications

English (Grades 6-12)

English Honors 4 (#1001410) 2022 - And Beyond

Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis. **Standard Relation to Course: Major**
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. **Standard Relation to Course: Major**
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats. **Standard Relation to Course: Major**
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. *Clarification 4*: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

	Standard Relation to Course: Major
ELA.12.R.1.2:	Analyze two or more themes and evaluate their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. **Standard Relation to Course: Major**
ELA.12.R.1.3:	Evaluate the development of character perspective, including conflicting perspectives. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.12.R.1.4:	Evaluate works of major poets in their historical context. **Clarifications:** *Sample poets for this benchmark include*: • Emily Dickinson • Langston Hughes • Robert Frost • Phyllis Wheatley • Edna St. Vincent Millay • Countee Cullen • Robert Burns • Percy Bysshe Shelley *Clarification 1*: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent. *Clarification 2*: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work. *Clarification 3*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.12.R.2.1:	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. **Standard Relation to Course: Major**
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s). **Standard Relation to Course: Major**
ELA.12.R.2.4:	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 3*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.12.R.3.1:	Evaluate an author's use of figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.12.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.12.R.3.3:	Analyze the influence of classic literature on contemporary world texts. **Clarifications:** *Clarification 1*: Classic literature for this benchmark should be drawn from and representative of the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945)

	Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest. **Standard Relation to Course: Major**
ELA.12.R.3.4:	Evaluate rhetorical choices across multiple texts. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.12.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.12.V.1.2:	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. *Clarification 3*: See Foreign Words and Phrases for a list of commonly used foreign phrases. **Standard Relation to Course: Major**
ELA.12.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.12.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. **Clarifications:** Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1001410

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: ENG HON 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Florida's Preinternational Baccalaureate English 1 (#1001800) 2022 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. **Clarifications:** *Clarification 1*: For more information, see Literary Periods.

ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Special Note: *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 1001800

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: FL PRE-IB ENG 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Florida's Preinternational Baccalaureate English 2 (#1001810) 2022 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:** *Clarification 1*: For more information, see Literary Periods.
ELA.10.R.1.4:	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. **Clarifications:** *Clarification 1*: For more information, see Literary Periods.
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays.
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.10.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

	• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject

areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Special Notes: *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

GENERAL NOTES

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 1001810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

Abbreviated Title: FL PRE-IB ENG 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Semantics and Logic Honors (#1004300) 2021 - And Beyond

Course Standards

Name	Description
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. *Clarification 3*: These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. **Clarifications:** *Clarification 1*: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. **Clarifications:** *Clarification 1*: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning.
	Analyze the author's use of figurative language and explain examples of allegory. **Clarifications:** *Clarification 1*: Examples of allegory should be taken from the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE)

ELA.11.R.3.1:	• Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 3*: See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.11.R.3.1 and Secondary Figurative Language.
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s).
ELA.12.R.2.4:	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning.

	Clarification 2: See Rhetorical Appeals and Rhetorical Devices. *Clarification 3*: Validity refers to the soundness of the arguments.
ELA.12.R.3.1:	Evaluate an author's use of figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.12.R.3.4:	Evaluate rhetorical choices across multiple texts. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

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

GENERAL NOTES

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

- active reading of advanced texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of informational texts from varied literary periods to examine:
  - semantic concepts of text and changes across literary periods
  - arguments and claims supported by textual evidence, including logical fallacies
  - power and impact of language
  - inductive and deductive reasoning
  - critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1004300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Language and Logic >

Abbreviated Title: SEMANTICS - LOGIC HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

Educator Certifications

English (Grades 6-12)

World Literature (#1005300) 2021 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Major**
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony. **Standard Relation to Course: Major**
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

ELA.9.R.3.3:	**Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**

ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

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

VERSION REQUIREMENTS

One-third of the 9th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English I.

GENERAL INFORMATION

Course Number: 1005300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: WORLD LIT

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

American Literature (#1005310) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience. **Standard Relation to Course: Major**
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.1.4:	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
	Paraphrase content from grade-level texts.

ELA.10.R.3.2:	**Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students

	build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of American literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative American literature, highlighting the major genres, themes, issues, and influences associated with the selections.

GENERAL NOTES

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

- active reading of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied American literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

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

VERSION REQUIREMENTS

One-third of the 10th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 2.

GENERAL INFORMATION

Course Number: 1005310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: AMER LIT
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Type: Core Academic Course
Course Level: 2
Course Status: Course Approved
Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

Classical Literature (#1005340) 2021 - And Beyond

Course Standards

Name	Description
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. *Clarification 3*: These written works will take longer and are meant to reflect thorough research and analysis. **Standard Relation to Course: Major**
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.11.R.1.2:	Track and analyze universal themes in literary texts from different times and places. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.11.R.1.3:	Analyze the author's choices in using juxtaposition to define character perspective. **Clarifications:** *Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. *Clarification 2*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.11.R.1.4:	Analyze ways in which poetry reflects themes and issues of its time period. **Clarifications:** *Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods. • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) Clarification 2: For more information, see Literary Periods. **Standard Relation to Course: Major**

ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. **Clarifications:** *Clarification 1*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. **Clarifications:** *Clarification 1*: Examples of allegory should be taken from the following periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 3*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning. **Standard Relation to Course: Major**
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.11.R.3.1 and Secondary Figurative Language.

	Standard Relation to Course: Major
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

GENERAL NOTES

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

- active reading of Classical literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from the Classical literary period to examine:
  - text craft and structure
  - elements of literature

- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response

- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

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

VERSION REQUIREMENTS

One-third of the 11th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 3.

GENERAL INFORMATION

Course Number: 1005340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

Abbreviated Title: CLASS LIT

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

English (Grades 6-12)

M/J Journalism 1 (#1006000) 2021 - And Beyond

Course Standards

Name	Description
ELA.6.C.1.2:	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.
ELA.6.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.6.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers.
ELA.6.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.6.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.6.C.5.1:	Integrate diverse digital media to enhance audience engagement in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.
ELA.6.C.5.2:	Use digital tools to produce writing.
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts.
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. **Clarifications:** *Clarification 1*: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic.
	Track the development of an argument, identifying the types of reasoning used. **Clarifications:**

ELA.6.R.2.4:	*Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.6.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.6.R.3.3:	Compare and contrast how authors from different time periods address the same or related topics. **Clarifications:** *Clarification 1*: Texts for this benchmark should be selected from the following literary periods: • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present)
ELA.6.R.3.4:	Identify rhetorical appeals in a text. **Clarifications:** *Clarification 1*: Students will identify the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals.
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.6.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

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

VERSION REQUIREMENTS

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

- demonstrating entry-level skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

GENERAL INFORMATION

Course Number: 1006000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Media >

Abbreviated Title: M/J JOURN 1

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Journalism (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

Journalism 1 (#1006300) 2021 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
	Explain how figurative language creates mood in text(s).

ELA.9.R.3.1:	**Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

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

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1006300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Practical Arts

Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Journalism 2 (#1006310) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays.
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments.
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole,

	meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.10.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.10.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. **Clarifications:** e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

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

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 1006310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: JOURN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)

Social Media 1 (#1006375) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Major**
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. **Standard Relation to Course: Major**
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**

ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. **Standard Relation to Course: Major**
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. **Clarifications:** e.g., four-dimensional media, motion or multi-media **Standard Relation to Course: Major**
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results. **Standard Relation to Course: Major**
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions. **Standard Relation to Course: Major**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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. **Standard Relation to Course: Supporting**
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

GENERAL NOTES

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

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

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

GENERAL INFORMATION

Course Number: 1006375

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

Abbreviated Title: SOCIAL MEDIA 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Electives

Educator Certifications

English (Grades 6-12)

M/J Speech and Debate 1 (#1007000) 2021 - And Beyond

Course Standards

Name	Description
ELA.6.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.6.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers.
ELA.6.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.6.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.6.C.5.1:	Integrate diverse digital media to enhance audience engagement in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.
ELA.6.C.5.2:	Use digital tools to produce writing.
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. **Clarifications:** *Clarification 1*: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).
ELA.6.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
	Compare and contrast how authors from different time periods address the same or related topics.

ELA.6.R.3.3:	**Clarifications:** *Clarification 1*: Texts for this benchmark should be selected from the following literary periods: • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present)
ELA.6.R.3.4:	Identify rhetorical appeals in a text. **Clarifications:** *Clarification 1*: Students will identify the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals.
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.6.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

GENERAL NOTES

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

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

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language arts
  - use of standard English
- using research & writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
  - collaboration amongst peers, especially during the drafting and practicing stages

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.

The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/la.pdf.

GENERAL INFORMATION

Course Number: 1007000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications > **Abbreviated Title:** M/J SPEECH-DEBATE 1 **Course Length:** Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

M/J Speech and Debate 2 (#1007010) 2021 - And Beyond

Course Standards

Name	Description
ELA.7.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.7.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.7.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers.
ELA.7.C.2.1:	Present information orally, in a logical sequence, emphasizing key points that support the central idea. **Clarifications:** *Clarification 1*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.7.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Skills to be implemented but not yet mastered are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.7.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. *Clarification 2*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.7.C.5.1:	Integrate diverse digital media to build cohesion in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.
ELA.7.C.5.2:	Use digital tools to produce and share writing.
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text.
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. **Clarifications:** *Clarification 1*: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.7.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.

ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something."
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. *Clarification 2*: See Secondary Figurative Language. *Clarification 3*: See Rhetorical Devices.
ELA.7.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.7.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.7.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop grade 7 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

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

GENERAL INFORMATION

Course Number: 1007010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Abbreviated Title: M/J SPEECH-DEBATE 2

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

M/J Speech and Debate 3 (#1007020) 2021 - And Beyond

Course Standards

Name	Description
ELA.8.C.1.3:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.8.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. **Clarifications:** Clarification 1: See Writing Types.
ELA.8.C.1.5:	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.
ELA.8.C.2.1:	Present information orally, in a logical sequence, supporting the central idea with credible evidence. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.8.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. *Clarification 2*: See Convention Progression by Grade Level for more information.
ELA.8.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. *Clarification 2*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.8.C.5.1:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing.
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text.
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. **Clarifications:** *Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning. *Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language.
ELA.8.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.

ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. **Clarifications:** *Clarification 1*: See Archetypes.
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma. *Clarification 2*: See Secondary Figurative Language. *Clarification 3*: See Rhetorical Appeals and Rhetorical Devices. *Clarification 4*: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.
ELA.8.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.8.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.
ELA.8.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.8.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to develop grade 8 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Some activities may be required outside of the school day.

GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

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

GENERAL INFORMATION

Course Number: 1007020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications > **Abbreviated Title:** M/J SPEECH-DEBATE 3 **Course Length:** Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

Speech 1 (#1007305) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience. **Standard Relation to Course: Major**
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays. **Standard Relation to Course: Major**
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Major**
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. **Standard Relation to Course: Major**
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience. **Standard Relation to Course: Major**

ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. **Clarifications:** *Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. *Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

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

GENERAL INFORMATION

Course Number: 1007305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >
Abbreviated Title: SPEECH 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

Debate 1 (#1007330) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays. **Standard Relation to Course: Major**
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level. **Standard Relation to Course: Major**
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices.

	Standard Relation to Course: Major
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. **Clarifications:** *Clarification 1*: Validity refers to the soundness of the arguments. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

GENERAL NOTES

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

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

GENERAL INFORMATION

Course Number: 1007330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

Abbreviated Title: DEBATE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course
Course Level: 2
Course Status: Course Approved
Graduation Requirement: Performing/Fine Arts

Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)
Social Science (Grades 5-9)
Middle Grades English (Middle Grades 5-9)

M/J Creative Writing (#1009025) 2021 - And Beyond

Course Standards

Name	Description
ELA.6.C.1.2:	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard. **Standard Relation to Course: Major**
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.6.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers. **Standard Relation to Course: Major**
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.6.C.5.1:	Integrate diverse digital media to enhance audience engagement in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation. **Standard Relation to Course: Supporting**
ELA.6.C.5.2:	Use digital tools to produce writing. **Standard Relation to Course: Supporting**
ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. *Clarification 2*: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.6.R.1.3:	Explain the influence of multiple narrators and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark. **Standard Relation to Course: Major**
ELA.6.R.1.4:	Describe the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. **Standard Relation to Course: Major**
	Explain how figurative language contributes to tone and meaning in text(s). **Clarifications:**

ELA.6.R.3.1:	*Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.6.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. **Standard Relation to Course: Supporting**
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.6.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Supporting**
ELA.7.C.1.2:	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. **Standard Relation to Course: Major**
ELA.7.R.1.2:	Compare two or more themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. *Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. **Clarifications:** *Clarification 1*: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. *Clarification 2*: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. **Standard Relation to Course: Major**
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. **Clarifications:** *Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. *Clarification 2*: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. **Standard Relation to Course: Major**
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing. **Standard Relation to Course: Supporting**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide

	referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course is designed to help students develop the skills for understanding and analyzing the art and craft of creative writing. Students will begin to develop critical editorial skills with regard to their own work and that of their peers. Students will read a variety of published stories, essays, and poems and learn how to apply the techniques of other writers to their writing while developing their own voice.

GENERAL NOTES

The purpose of this course is to enable students to learn and use middle school writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - literary text craft and structure
  - use of figurative, denotative, and connotative language
  - appropriate voice and/or tone
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions

    - multi-genre and creative nonfiction selections
    - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English/Language Arts courses; reading and writing courses are intended to be used to supplement further study in English/Language Arts.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1009025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >
Abbreviated Title: M/J CREATIVE WRITING
Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Journalism (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

Creative Writing 1 (#1009320) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.10.R.1.3:	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.1.4:	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. **Clarifications:** *Clarification 1*: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. **Standard Relation to Course: Major**
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level.

	Standard Relation to Course: Major
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. **Standard Relation to Course: Major**
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. **Clarifications:** *Clarification 1*: See Rhetorical Devices for more information on irony. **Standard Relation to Course: Major**
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. **Clarifications:** *Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.9.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. **Clarifications:** *Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible. **Standard Relation to Course: Major**
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. *Clarification 2*: See Secondary Figurative Language and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade

	level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.9.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

GENERAL NOTES

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

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1009320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >
Abbreviated Title: CREATIVE WRIT 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Electives

Educator Certifications

English (Grades 6-12)

Creative Writing 2 (#1009330) 2021 - And Beyond

Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. **Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Skills to be implemented but not yet mastered are as follows: • Use knowledge of usage rules to create flow in writing and presenting. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.10.R.1.2:	Analyze and compare universal themes and their development throughout a literary text. **Clarifications:** *Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. **Standard Relation to Course: Major**
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). **Clarifications:** *Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. *Clarification 2*: See Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. **Clarifications:** *Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. *Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
	Write complex narratives using appropriate techniques to establish multiple perspectives.

ELA.11.C.1.2:	**Clarifications:** *Clarification 1*: See Writing Types and Narrative Techniques. **Standard Relation to Course: Major**
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. **Standard Relation to Course: Major**
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. **Clarifications:** *Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. *Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) *Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. **Standard Relation to Course: Major**
ELA.11.R.1.3:	Analyze the author's choices in using juxtaposition to define character perspective. **Clarifications:** *Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. *Clarification 2*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.11.R.1.4:	Analyze ways in which poetry reflects themes and issues of its time period. **Clarifications:** *Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods. • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (130–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) • Contemporary Period (1945–present) Clarification 2: For more information, see Literary Periods. **Standard Relation to Course: Major**
ELA.11.R.3.2:	Paraphrase content from grade-level texts. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.11.R.3.3:	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. **Clarifications:** *Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) British Literature • Colonial and Early National Period (1600–1830) American Literature • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945) *Clarification 2*: For more information on types of reasoning, see Types of Logical Reasoning. **Standard Relation to Course: Major**
	Evaluate an author's use of rhetoric in text. **Clarifications:** *Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

ELA.11.R.3.4:	*Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. *Clarification 3*: See Secondary Figurative Language. *Clarification 4*: See Rhetorical Appeals and Rhetorical Devices. **Standard Relation to Course: Major**
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. **Clarifications:** *Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. *Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **Clarifications:** *Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time. *Clarification 2*: Derivation refers to making new words from an existing word by adding affixes. **Standard Relation to Course: Major**
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.11.R.3.1 and Secondary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

GENERAL NOTES

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

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1009330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

Abbreviated Title: CREATIVE WRIT 2

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Electives

Educator Certifications

Basic Skills in Reading-K-2 (#5010020) 2021 - And Beyond

Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. **Standard Relation to Course: Major**
ELA.1.F.1.2:	Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.1.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final –e and vowel teams to make long-vowel sound. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.1.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. *Clarification 4*: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.1.R.1.1:	Identify and describe the main story elements in a story. **Clarifications:** *Clarification 1*: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2*: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. *Clarification 3*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.
ELA.1.R.1.2:	Identify and explain the moral of a story. **Clarifications:** *Clarification 1*: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.
ELA.1.R.1.3:	Explain who is telling the story using context clues. **Clarifications:** *Clarification 1*: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.
	Identify stanzas and line breaks in poems.

ELA.1.R.1.4:	**Clarifications:** *Clarification 1*: This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.
ELA.1.R.2.1:	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.1.R.2.2:	Identify the topic of and relevant details in a text.
ELA.1.R.2.3:	Explain similarities and differences between information provided in visuals and words in an informational text. **Clarifications:** *Clarification 1*: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. *Clarification 2*: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
ELA.1.R.2.4:	Identify an author's opinion(s) about the topic.
ELA.1.R.3.1:	Identify and explain descriptive words and phrases in text(s). **Clarifications:** *Clarification 1*: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.
ELA.1.R.3.2:	Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.1.R.3.3:	Compare and contrast two texts on the same topic. **Clarifications:** *Clarification 1*: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content. **Clarifications:** *Clarification 1*: See Base Words for frequently occurring base words. *Clarification 2*: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. *Example*: Regular verbs add the inflectional ending -ed to indicate the past tense. **Standard Relation to Course: Major**
ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships.
ELA.2.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Clarifications:** *Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
ELA.2.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Dolch and Fry word lists. *Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See

	Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.2.R.1.1:	Identify plot structure and describe main story elements in a literary text. **Clarifications:** *Clarification 1:* Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2:* For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. *Clarification 3:* For character, student's will describe characters' traits, feelings, and behaviors.
ELA.2.R.1.2:	Identify and explain a theme of a literary text.
ELA.2.R.1.3:	Identify different characters' perspectives in a literary text. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.2.R.1.4:	Identify rhyme schemes in poems. **Clarifications:** *Clarification 1:* Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other. *Examples:* I never saw a Purple Cow, A I never hope to see one; B But I can tell you, anyhow, A I'd rather see than be one B –Gelett Burgess Little Miss Muffet A Sat on a tuffet, A Eating her curds and whey; B Along came a spider C Who sat down beside her C And frightened Miss Muffet away. B –Traditional Nursery Rhyme
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.2.4:	Explain an author's opinion(s) and supporting evidence.
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s).
ELA.2.R.3.2:	Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1:* Most grade-level texts are appropriate for this benchmark.
ELA.2.R.3.3:	Compare and contrast important details presented by two texts on the same topic or theme. **Clarifications:** *Clarification 1:* For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events. *Clarification 2:* The different versions may be of the same or different formats.
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Base Words.
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships.
	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page).

ELA.K.F.1.1:	e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning. **Clarifications:** *Clarification 1*: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult. **Standard Relation to Course: Major**
ELA.K.F.1.2:	Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.K.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.F.1.4:	Recognize and read with automaticity grade-level high frequency words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.R.1.1:	Describe the main character(s), setting, and important events in a story. **Clarifications:** *Clarification 1*: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. *Clarification 2*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. *Clarification 3*: Descriptions can be oral, either in response to a question or through discussion. **Standard Relation to Course: Major**
ELA.K.R.1.3:	Explain the roles of author and illustrator of a story. **Clarifications:** *Clarification 1*: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles. *Clarification 2*: Students should also explain that both authors and illustrators contribute to the meaning of the text.
ELA.K.R.1.4:	Identify rhyme in a poem. **Clarifications:** *Clarification 1*: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(a): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud. *Clarification 2*: Students will also note where the rhyme is coming, e.g., at the end of a line.
ELA.K.R.2.1:	Use titles, headings, and illustrations to predict and confirm the topic of texts. **Clarifications:** *Clarification 1*: The step of confirming the prediction is essential to mastery of this benchmark. **Standard Relation to Course: Major**
ELA.K.R.2.2:	Identify the topic of and multiple details in a text. **Clarifications:** *Clarification 1*: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book Why Should I Recycle? is recycling. **Standard Relation to Course: Major**
	Explain the difference between opinions and facts about a topic.

ELA.K.R.2.4:	**Clarifications:** *Clarification 1*: Students will explain which statements are fact and which are opinion within a text. *Clarification 2*: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false. *Example*: "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven. **Standard Relation to Course: Major**
ELA.K.R.3.1:	Identify and explain descriptive words in text(s). **Clarifications:** *Clarification 1*: Students will explain examples of descriptive words in text and how they add meaning. *Clarification 2*: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text. **Standard Relation to Course: Major**
ELA.K.R.3.2:	Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.K.R.3.3:	Compare and contrast characters' experiences in stories. **Clarifications:** *Clarification 1*: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.
ELA.K.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.K.V.1.2:	Ask and answer questions about unfamiliar words in grade-level content. **Standard Relation to Course: Major**
ELA.K.V.1.3:	Identify and sort common words into basic categories, relating vocabulary to background knowledge. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course supports students who are struggling to read and write or speak about what they have read in core instruction. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is **in addition** to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >
Abbreviated Title: BAS SKLS READ K-2
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Elementary Education (Grades K-6)

Functional Reading Skills K-2 (#5010022) 2021 - And Beyond (current)

Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. **Standard Relation to Course: Major**
ELA.1.F.1.2:	Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.1.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final –e and vowel teams to make long-vowel sound. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.1.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. *Clarification 4*: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.1.R.1.1:	Identify and describe the main story elements in a story. **Clarifications:** *Clarification 1*: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2*: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. *Clarification 3*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. **Standard Relation to Course: Supporting**
ELA.1.R.2.2:	Identify the topic of and relevant details in a text. **Standard Relation to Course: Supporting**
ELA.1.R.3.2:	Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**

ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content. **Clarifications:** *Clarification 1*: See Base Words for frequently occurring base words. *Clarification 2*: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. *Example*: Regular verbs add the inflectional ending -ed to indicate the past tense. **Standard Relation to Course: Major**
ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.2.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Clarifications:** *Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.2.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Dolch and Fry word lists. *Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Base Words. **Standard Relation to Course: Major**
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences.

ELA.K.F.1.1:	c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning. **Clarifications:** *Clarification 1*: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult. **Standard Relation to Course: Major**
ELA.K.F.1.2:	Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.K.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.F.1.4:	Recognize and read with automaticity grade-level high frequency words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.R.1.1:	Describe the main character(s), setting, and important events in a story. **Clarifications:** *Clarification 1*: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. *Clarification 2*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. *Clarification 3*: Descriptions can be oral, either in response to a question or through discussion. **Standard Relation to Course: Supporting**
ELA.K.R.3.2:	Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Supporting**
ELA.K.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.K.V.1.2:	Ask and answer questions about unfamiliar words in grade-level content. **Standard Relation to Course: Major**
ELA.K.V.1.3:	Identify and sort common words into basic categories, relating vocabulary to background knowledge. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships.

	Standard Relation to Course: Major
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Standard Relation to Course: Supporting
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Standard Relation to Course: Supporting
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Standard Relation to Course: Supporting
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Standard Relation to Course: Supporting
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Standard Relation to Course: Supporting
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a substantial deficiency in reading for whom interventions have not been effective. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading K-2 and core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring with more extensive opportunities for guided practice, error correction, and feedback. The expected outcome is for the student to achieve grade-level proficiency.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010022

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >
Abbreviated Title: Fun Read K-2
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Primary Education (K-3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Reading (Elementary and Secondary Grades K-12)

Basic Skills in Reading 3-5 (#5010024) 2021 - And Beyond (current)

Course Standards

Name	Description
ELA.2.C.1.1:	Demonstrate legible printing skills.
ELA.2.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Clarifications:** *Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
ELA.2.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Dolch and Fry word lists. *Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.2.R.1.1:	Identify plot structure and describe main story elements in a literary text. **Clarifications:** *Clarification 1:* Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2:* For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. *Clarification 3:* For character, student's will describe characters' traits, feelings, and behaviors.
ELA.2.R.1.2:	Identify and explain a theme of a literary text.
ELA.2.R.1.3:	Identify different characters' perspectives in a literary text. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.2.4:	Explain an author's opinion(s) and supporting evidence.
ELA.2.R.3.2:	Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1:* Most grade-level texts are appropriate for this benchmark.
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Base Words.
	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:**

ELA.2.V.1.3:	*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships.
ELA.3.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. **Clarifications:** *Clarification 1:* Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. *Clarification 2:* For further guidance, see the *Elementary Oral Communication Rubric*.
ELA.3.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). c. Decode multisyllabic words. **Clarifications:** *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes. *Clarification 2:* See Affixes and the Parts of Speech They Form.
ELA.3.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.3.R.1.1:	Explain how one or more characters develop throughout the plot in a literary text. **Clarifications:** *Clarification 1:* When explaining character development, students will include character traits, feelings, motivations, and responses to situations.
ELA.3.R.1.2:	Explain a theme and how it develops, using details, in a literary text.
ELA.3.R.1.3:	Explain different characters' perspectives in a literary text. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.2.3:	Explain the development of an author's purpose in an informational text.
ELA.3.R.2.4:	Identify an author's claim and explain how an author uses evidence to support the claim.
ELA.3.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1:* Most grade-level texts are appropriate for this benchmark.
ELA.3.R.3.3:	Compare and contrast how two authors present information on the same topic or theme.
ELA.3.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.3.V.1.2:	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.
ELA.3.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2:* See Context Clues and Word Relationships. *Clarification 3:* See ELA.3.R.3.1 and Elementary Figurative Language.
ELA.4.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.

	Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.
ELA.4.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. **Clarifications:** *Clarification 1*: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain").
ELA.4.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.4.R.1.1:	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
ELA.4.R.1.2:	Explain a stated or implied theme and how it develops, using details, in a literary text. **Clarifications:** *Clarification 1*: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.
ELA.4.R.1.3:	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.4.R.1.4:	Explain how rhyme and structure create meaning in a poem.
ELA.4.R.2.1:	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
ELA.4.R.2.2:	Explain how relevant details support the central idea, implied or explicit.
ELA.4.R.2.3:	Explain an author's perspective toward a topic in an informational text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something."
ELA.4.R.2.4:	Explain an author's claim and the reasons and evidence used to support the claim.
ELA.4.R.3.1:	Explain how figurative language contributes to meaning in text(s). **Clarifications:** *Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Elementary Figurative Language.
ELA.4.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.4.R.3.3:	Compare and contrast accounts of the same event using primary and/or secondary sources. **Clarifications:** *Clarification 1*: Introduce the terms "primary sources" and "secondary sources."
ELA.4.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.4.V.1.2:	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 3-5 and Affixes.
ELA.4.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.4.R.3.1 and Elementary Figurative Language.
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

ELA.5.F.1.3:	a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
ELA.5.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
ELA.5.R.1.2:	Explain the development of stated or implied theme(s) throughout a literary text. **Clarifications:** *Clarification 1*: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.
ELA.5.R.1.3:	Describe how an author develops a character's perspective in a literary text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something."
ELA.5.R.1.4:	Explain how figurative language and other poetic elements work together in a poem. **Clarifications:** *Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.
ELA.5.R.2.1:	Explain how text structures and/or features contribute to the overall meaning of texts. **Clarifications:** *Clarification 1*: For more information, see Text Structures and Text Features.
ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit.
ELA.5.R.2.3:	Analyze an author's purpose and/or perspective in an informational text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something."
ELA.5.R.2.4:	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. **Clarifications:** *Clarification 1*: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.
ELA.5.R.3.1:	Analyze how figurative language contributes to meaning in text(s).
ELA.5.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark.
ELA.5.R.3.3:	Compare and contrast primary and secondary sources related to the same topic.
ELA.5.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.5.V.1.2:	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 3-5, Affixes, and Parts of Speech.
ELA.5.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.5.R.3.1 and Elementary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course supports students who are struggling to read and write or speak about what they have read in core instruction. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010024

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

Abbreviated Title: BAS SKLS READ 3-5

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Reading (Elementary and Secondary Grades K-12)

Functional Reading Skills 3-5 (#5010026) 2021 - And Beyond (current)

Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. **Standard Relation to Course: Major**
ELA.1.F.1.2:	Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.1.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final –e and vowel teams to make long-vowel sound. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.1.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. *Clarification 4*: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.1.R.1.1:	Identify and describe the main story elements in a story. **Clarifications:** *Clarification 1*: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2*: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. *Clarification 3*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. **Standard Relation to Course: Major**
ELA.1.R.1.2:	Identify and explain the moral of a story. **Clarifications:** *Clarification 1*: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson. **Standard Relation to Course: Major**
ELA.1.R.1.3:	Explain who is telling the story using context clues. **Clarifications:** *Clarification 1*: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.

	Standard Relation to Course: Major
ELA.1.R.2.2:	Identify the topic of and relevant details in a text. **Standard Relation to Course: Major**
ELA.1.R.3.1:	Identify and explain descriptive words and phrases in text(s). **Clarifications:** *Clarification 1*: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text. **Standard Relation to Course: Major**
ELA.1.R.3.2:	Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.1.R.3.3:	Compare and contrast two texts on the same topic. **Clarifications:** *Clarification 1*: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts. **Standard Relation to Course: Major**
ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content. **Clarifications:** *Clarification 1*: See Base Words for frequently occurring base words. *Clarification 2*: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. *Example*: Regular verbs add the inflectional ending -ed to indicate the past tense. **Standard Relation to Course: Major**
ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.2.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Clarifications:** *Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.2.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Dolch and Fry word lists. *Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**

ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Base Words. **Standard Relation to Course: Major**
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.3.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). c. Decode multisyllabic words. **Clarifications:** *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes. *Clarification 2:* See Affixes and the Parts of Speech They Form. **Standard Relation to Course: Major**
ELA.3.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.3.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.3.V.1.2:	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes. **Standard Relation to Course: Major**
ELA.3.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2:* See Context Clues and Word Relationships. *Clarification 3:* See ELA.3.R.3.1 and Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.4.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. **Clarifications:** *Clarification 1*: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain"). **Standard Relation to Course: Major**
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

ELA.4.F.1.4:	*Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.4.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.4.V.1.2:	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 3-5 and Affixes. **Standard Relation to Course: Major**
ELA.4.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.4.R.3.1 and Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.5.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. **Standard Relation to Course: Major**
ELA.5.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.5.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.5.V.1.2:	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 3-5, Affixes, and Parts of Speech. **Standard Relation to Course: Major**
ELA.5.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.5.R.3.1 and Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.K.F.1.2:	Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve

	print or letter knowledge. **Standard Relation to Course: Major**
ELA.K.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.F.1.4:	Recognize and read with automaticity grade-level high frequency words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.R.1.1:	Describe the main character(s), setting, and important events in a story. **Clarifications:** *Clarification 1*: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. *Clarification 2*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. *Clarification 3*: Descriptions can be oral, either in response to a question or through discussion. **Standard Relation to Course: Major**
ELA.K.R.2.1:	Use titles, headings, and illustrations to predict and confirm the topic of texts. **Clarifications:** *Clarification 1*: The step of confirming the prediction is essential to mastery of this benchmark. **Standard Relation to Course: Major**
ELA.K.R.2.2:	Identify the topic of and multiple details in a text. **Clarifications:** *Clarification 1*: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book Why Should I Recycle? is recycling. **Standard Relation to Course: Major**
ELA.K.R.3.1:	Identify and explain descriptive words in text(s). **Clarifications:** *Clarification 1*: Students will explain examples of descriptive words in text and how they add meaning. *Clarification 2*: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text. **Standard Relation to Course: Major**
ELA.K.R.3.2:	Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.K.R.3.3:	Compare and contrast characters' experiences in stories. **Clarifications:** *Clarification 1*: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors. **Standard Relation to Course: Major**
ELA.K.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.K.V.1.2:	Ask and answer questions about unfamiliar words in grade-level content. **Standard Relation to Course: Major**
ELA.K.V.1.3:	Identify and sort common words into basic categories, relating vocabulary to background knowledge. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

	Clarification 2: See Context Clues and Word Relationships.
	Standard Relation to Course: Major
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Standard Relation to Course: Supporting
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Standard Relation to Course: Supporting
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course is designed for students with a substantial deficiency in reading and for whom interventions have not been effective. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading 3-5 and core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring, with more extensive opportunities for guided practice, error correction, and feedback. The expected outcome is for the student to achieve grade-level proficiency.

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 information, ideas and

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

VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

GENERAL INFORMATION

Course Number: 5010026

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >
Abbreviated Title: Fun Read 3-5
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Reading (Elementary and Secondary Grades K-12)
Primary Education (K-3)

Language Arts - Kindergarten (#5010041) 2021 - And Beyond

Course Standards

Name	Description
ELA.K.C.1.1:	Print many upper- and lowercase letters. **Clarifications:** *Clarification 1*: Students should attend to spacing between letters. *Clarification 2*: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not "a" or "A" has not mastered the benchmark. **Standard Relation to Course: Major**
ELA.K.C.1.2:	Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. **Clarifications:** *Clarification 1*: The product can be written, drawn, dictated, or a combination of all. *Clarification 2*: See Writing Types. **Standard Relation to Course: Major**
ELA.K.C.1.3:	Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason. **Clarifications:** *Clarification 1*: The product can be written, oral, drawn, dictated, or a combination of all. *Clarification 2*: See Writing Types. **Standard Relation to Course: Major**
ELA.K.C.1.4:	Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. **Clarifications:** *Clarification 1*: The product can be written, drawn, dictated, or a combination of all. *Clarification 2*: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. *Clarification 3*: See Writing Types. **Standard Relation to Course: Major**
ELA.K.C.1.5:	With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. **Clarifications:** *Clarification 1*: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing. **Standard Relation to Course: Major**
ELA.K.C.2.1:	Present information orally using complete sentences. **Clarifications:** *Clarification 1*: For further guidance, see the Elementary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.K.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. • Form and use complete simple sentences. • Use possessives. • Use subject-verb agreement in simple sentences. Skills to be implemented but not yet mastered are as follows: • Form plurals -y to -ies. • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Use apostrophes to form contractions. • Appropriately use pronouns. • Use commas in a series. • Use plural possessives. • Use interjections. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.K.C.4.1:	Recall information to answer a question about a single topic. **Standard Relation to Course: Major**
	Use a multimedia element to enhance oral or written tasks.

ELA.K.C.5.1:	**Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task. **Standard Relation to Course: Major**
ELA.K.F.1.1:	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning. **Clarifications:** *Clarification 1*: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult. **Standard Relation to Course: Major**
ELA.K.F.1.2:	Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.K.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.F.1.4:	Recognize and read with automaticity grade-level high frequency words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.K.R.1.1:	Describe the main character(s), setting, and important events in a story. **Clarifications:** *Clarification 1*: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. *Clarification 2*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. *Clarification 3*: Descriptions can be oral, either in response to a question or through discussion. **Standard Relation to Course: Major**
ELA.K.R.1.3:	Explain the roles of author and illustrator of a story. **Clarifications:** *Clarification 1*: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles. *Clarification 2*: Students should also explain that both authors and illustrators contribute to the meaning of the text. **Standard Relation to Course: Major**
ELA.K.R.1.4:	Identify rhyme in a poem. **Clarifications:** *Clarification 1*: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(a): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud. *Clarification 2*: Students will also note where the rhyme is coming, e.g., at the end of a line.

	Standard Relation to Course: Major
ELA.K.R.2.1:	Use titles, headings, and illustrations to predict and confirm the topic of texts. **Clarifications:** *Clarification 1*: The step of confirming the prediction is essential to mastery of this benchmark. **Standard Relation to Course: Major**
ELA.K.R.2.2:	Identify the topic of and multiple details in a text. **Clarifications:** *Clarification 1*: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book Why Should I Recycle? is recycling. **Standard Relation to Course: Major**
ELA.K.R.2.4:	Explain the difference between opinions and facts about a topic. **Clarifications:** *Clarification 1*: Students will explain which statements are fact and which are opinion within a text. *Clarification 2*: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false. *Example*: "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven. **Standard Relation to Course: Major**
ELA.K.R.3.1:	Identify and explain descriptive words in text(s). **Clarifications:** *Clarification 1*: Students will explain examples of descriptive words in text and how they add meaning. *Clarification 2*: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text. **Standard Relation to Course: Major**
ELA.K.R.3.2:	Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.K.R.3.3:	Compare and contrast characters' experiences in stories. **Clarifications:** *Clarification 1*: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors. **Standard Relation to Course: Major**
ELA.K.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.K.V.1.2:	Ask and answer questions about unfamiliar words in grade-level content. **Standard Relation to Course: Major**
ELA.K.V.1.3:	Identify and sort common words into basic categories, relating vocabulary to background knowledge. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of kindergarten. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the Kindergarten Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 5010041

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

Abbreviated Title: LANG ARTS GRADE K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Early Childhood Education (Early Childhood)
Elementary Education (Grades K-6)

Language Arts - Grade One (#5010042) 2021 - And Beyond

Course Standards

Name	Description
ELA.1.C.1.1:	Print all upper- and lowercase letters. **Clarifications:** *Clarification 1*: Students should have adequate spacing between letters and/or words. **Standard Relation to Course: Major**
ELA.1.C.1.2:	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.1.C.1.3:	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.1.C.1.4:	Write expository texts about a topic, using a source, providing facts and a sense of closure. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.1.C.1.5:	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing. **Clarifications:** *Clarification 1*: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. **Standard Relation to Course: Major**
ELA.1.C.2.1:	Present information orally using complete sentences and appropriate volume. **Clarifications:** *Clarification 1*: For further guidance, see the Elementary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.1.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. • Form and use complete simple sentences. • Use possessives. • Use subject-verb agreement in simple sentences. Skills to be implemented but not yet mastered are as follows: • Form plurals -y to -ies. • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Use apostrophes to form contractions. • Appropriately use pronouns. • Use commas in a series. • Use plural possessives. • Use interjections. Clarification 2: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.1.C.4.1:	Participate in research to gather information to answer a question about a single topic. **Clarifications:** *Clarification 1*: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions. **Standard Relation to Course: Major**
ELA.1.C.5.1:	Use a multimedia element to enhance oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task. **Standard Relation to Course: Major**

ELA.1.C.5.2:	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults. **Standard Relation to Course: Major**
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. **Standard Relation to Course: Major**
ELA.1.F.1.2:	Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words. **Clarifications:** *Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. **Standard Relation to Course: Major**
ELA.1.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final –e and vowel teams to make long-vowel sound. **Clarifications:** *Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **Standard Relation to Course: Major**
ELA.1.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words. **Clarifications:** *Clarification 1*: See Dolch and Fry word lists. *Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. *Clarification 4*: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.1.R.1.1:	Identify and describe the main story elements in a story. **Clarifications:** *Clarification 1*: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2*: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. *Clarification 3*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. **Standard Relation to Course: Major**
ELA.1.R.1.2:	Identify and explain the moral of a story. **Clarifications:** *Clarification 1*: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson. **Standard Relation to Course: Major**
ELA.1.R.1.3:	Explain who is telling the story using context clues. **Clarifications:** *Clarification 1*: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking. **Standard Relation to Course: Major**
ELA.1.R.1.4:	Identify stanzas and line breaks in poems. **Clarifications:** *Clarification 1*: This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems. **Standard Relation to Course: Major**
ELA.1.R.2.1:	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts. **Standard Relation to Course: Major**

ELA.1.R.2.2:	Identify the topic of and relevant details in a text. **Standard Relation to Course: Major**
ELA.1.R.2.3:	Explain similarities and differences between information provided in visuals and words in an informational text. **Clarifications:** *Clarification 1*: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. *Clarification 2*: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts. **Standard Relation to Course: Major**
ELA.1.R.2.4:	Identify an author's opinion(s) about the topic. **Standard Relation to Course: Major**
ELA.1.R.3.1:	Identify and explain descriptive words and phrases in text(s). **Clarifications:** *Clarification 1*: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text. **Standard Relation to Course: Major**
ELA.1.R.3.2:	Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.1.R.3.3:	Compare and contrast two texts on the same topic. **Clarifications:** *Clarification 1*: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts. **Standard Relation to Course: Major**
ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content. **Clarifications:** *Clarification 1*: See Base Words for frequently occurring base words. *Clarification 2*: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. *Example*: Regular verbs add the inflectional ending -ed to indicate the past tense. **Standard Relation to Course: Major**
ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
	Make inferences to support comprehension. **Clarifications:**

ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 1st grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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

VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 1st Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 5010042

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

Abbreviated Title: LANG ARTS GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

Language Arts - Grade Two (#5010043) 2021 - And Beyond

Course Standards

Name	Description
ELA.2.C.1.1:	Demonstrate legible printing skills. **Standard Relation to Course: Major**
ELA.2.C.1.2:	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. **Clarifications:** Clarification 1: See Writing Types. **Standard Relation to Course: Major**
ELA.2.C.1.3:	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. **Clarifications:** *Clarification 1:* See Writing Types. **Standard Relation to Course: Major**
ELA.2.C.1.4:	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. **Clarifications:** *Clarification 1:* See Writing Types. **Standard Relation to Course: Major**
ELA.2.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **Clarifications:** *Clarification 1:* "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. **Standard Relation to Course: Major**
ELA.2.C.2.1:	Present information orally using complete sentences, appropriate volume, and clear pronunciation. **Clarifications:** *Clarification 1:* Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. *Clarification 2:* For further guidance, see the Elementary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.2.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1:* Skills to be mastered at this grade level are as follows: • Form plurals -y to -ies. • Use apostrophes to form contractions. • Appropriately use pronouns. • Use commas in a series. • Use plural possessives. • Use interjections. Skills to be implemented but not yet mastered are as follows: • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. • Form and use irregular plural nouns. • Form and use the progressive and perfect verb tenses. • Use simple modifiers. • Use prepositions and prepositional phrases. • Form and use compound sentences. • Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address. • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *Clarification 2:* See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.2.C.4.1:	Participate in research to gather information to answer a question about a single topic using multiple sources. **Standard Relation to Course: Major**
ELA.2.C.5.1:	Use one or more multimedia element(s) to enhance oral or written tasks. **Clarifications:** *Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.

Standard Relation to Course: Major

ELA.2.C.5.2:
Use digital tools to produce and publish writing individually or with peers and with support from adults.
Standard Relation to Course: Major

ELA.2.F.1.3:
Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
b. Decode regularly spelled two-syllable words with long and short vowels.
c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
d. Decode words with common prefixes and suffixes.
e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

Clarifications:
Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Standard Relation to Course: Major

ELA.2.F.1.4:
Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Clarifications:
Clarification 1: See Dolch and Fry word lists.
Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Standard Relation to Course: Major

ELA.2.R.1.1:
Identify plot structure and describe main story elements in a literary text.

Clarifications:
Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.
Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.
Clarification 3: For character, student's will describe characters' traits, feelings, and behaviors.

Standard Relation to Course: Major

ELA.2.R.1.2:
Identify and explain a theme of a literary text.
Standard Relation to Course: Major

ELA.2.R.1.3:
Identify different characters' perspectives in a literary text.

Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Standard Relation to Course: Major

ELA.2.R.1.4:
Identify rhyme schemes in poems.

Clarifications:
Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.
Examples:

I never saw a Purple Cow, A
I never hope to see one; B
But I can tell you, anyhow, A
I'd rather see than be one B

–Gelett Burgess

Little Miss Muffet A
Sat on a tuffet, A
Eating her curds and whey; B
Along came a spider C
Who sat down beside her C
And frightened Miss Muffet away. B

–Traditional Nursery Rhyme

Standard Relation to Course: Major

ELA.2.R.2.1:
Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
Standard Relation to Course: Major

ELA.2.R.2.2:	Identify the central idea and relevant details in a text. **Standard Relation to Course: Major**
ELA.2.R.2.3:	Explain an author's purpose in an informational text. **Standard Relation to Course: Major**
ELA.2.R.2.4:	Explain an author's opinion(s) and supporting evidence. **Standard Relation to Course: Major**
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s). **Standard Relation to Course: Major**
ELA.2.R.3.2:	Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1:* Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.2.R.3.3:	Compare and contrast important details presented by two texts on the same topic or theme. **Clarifications:** *Clarification 1:* For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events. *Clarification 2:* The different versions may be of the same or different formats. **Standard Relation to Course: Major**
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1:* See Base Words. **Standard Relation to Course: Major**
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Additional**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 2nd grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 2nd Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 5010043

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >
Abbreviated Title: LANG ARTS GRADE 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

Language Arts - Grade Three (#5010044) 2022 - And Beyond

Course Standards

Name	Description
ELA.3.C.1.1:	Write in cursive all upper- and lowercase letters. **Standard Relation to Course: Major**
ELA.3.C.1.2:	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. **Clarifications:** *Clarification 1:* See Writing Types. **Standard Relation to Course: Major**
ELA.3.C.1.3:	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. **Clarifications:** *Clarification 1:* See Writing Types. **Standard Relation to Course: Major**
ELA.3.C.1.4:	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. **Clarifications:** *Clarification 1:* See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.3.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **Clarifications:** *Clarification 1:* As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. **Standard Relation to Course: Major**
ELA.3.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. **Clarifications:** *Clarification 1:* Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. *Clarification 2:* For further guidance, see the *Elementary Oral Communication Rubric*. **Standard Relation to Course: Major**
ELA.3.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1:* Skills to be mastered at this grade level are as follows: • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. • Form and use irregular plural nouns. • Form and use the progressive and perfect verb tenses. • Use simple modifiers. • Use prepositions and prepositional phrases. • Form and use compound sentences. • Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address. Skills to be implemented but not yet mastered are as follows: • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. *Clarification 2:* See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.3.C.4.1:	Conduct research to answer a question, organizing information about the topic from multiple sources. **Clarifications:** *Clarification 1:* While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
	Use two or more multimedia elements to enhance oral or written tasks. **Clarifications:**

ELA.3.C.5.1:	*Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation. **Standard Relation to Course: Major**
ELA.3.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing. **Standard Relation to Course: Major**
ELA.3.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). c. Decode multisyllabic words. **Clarifications:** *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes. *Clarification 2:* See Affixes and the Parts of Speech They Form. **Standard Relation to Course: Major**
ELA.3.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.3.R.1.1:	Explain how one or more characters develop throughout the plot in a literary text. **Clarifications:** *Clarification 1:* When explaining character development, students will include character traits, feelings, motivations, and responses to situations. **Standard Relation to Course: Major**
ELA.3.R.1.2:	Explain a theme and how it develops, using details, in a literary text. **Standard Relation to Course: Major**
ELA.3.R.1.3:	Explain different characters' perspectives in a literary text. **Clarifications:** *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.3.R.1.4:	Identify types of poems: free verse, rhymed verse, haiku, and limerick. **Clarifications:** *Clarification 1:* For examples of these forms, see Appendix B. **Standard Relation to Course: Major**
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts. **Standard Relation to Course: Major**
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text. **Standard Relation to Course: Major**
ELA.3.R.2.3:	Explain the development of an author's purpose in an informational text. **Standard Relation to Course: Major**
ELA.3.R.2.4:	Identify an author's claim and explain how an author uses evidence to support the claim. **Standard Relation to Course: Major**
ELA.3.R.3.1:	Identify and explain metaphors, personification, and hyperbole in text(s). **Clarifications:** *Clarification 1:* In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. *Clarification 2:* See Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.3.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1:* Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.3.R.3.3:	Compare and contrast how two authors present information on the same topic or theme. **Standard Relation to Course: Major**
ELA.3.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.3.V.1.2:	**Clarifications:** *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes. **Standard Relation to Course: Major**
ELA.3.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2:* See Context Clues and Word Relationships. *Clarification 3:* See ELA.3.R.3.1 and Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 3rd grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as

systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 3rd Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 5010044

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >
Abbreviated Title: LANG ARTS GRADE 3
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

Language Arts - Grade Four (#5010045) 2022 - And Beyond

Course Standards

Name	Description
ELA.4.C.1.1:	Demonstrate legible cursive writing skills. **Clarifications:** *Clarification 1*: Students will produce cursive writing that can be consistently read by others. **Standard Relation to Course: Major**
ELA.4.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. **Clarifications:** *Clarification 1*: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark. *Clarification 2*: See Writing Types. **Standard Relation to Course: Major**
ELA.4.C.1.3:	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.4.C.1.4:	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.4.C.1.5:	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers. **Standard Relation to Course: Major**
ELA.4.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. *Clarification 2*: For further guidance, see the Elementary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.4.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. Skills to be implemented but not yet mastered are as follows: • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. • Use verbals including gerunds, infinitives, and participial phrases. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.4.C.4.1:	Conduct research to answer a question, organizing information about the topic, using multiple valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.4.C.5.1:	Arrange multimedia elements to create emphasis in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated. **Standard Relation to Course: Major**

ELA.4.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing. **Standard Relation to Course: Major**
ELA.4.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. **Clarifications:** *Clarification 1*: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain"). **Standard Relation to Course: Major**
ELA.4.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.4.R.1.1:	Explain how setting, events, conflict, and character development contribute to the plot in a literary text. **Standard Relation to Course: Major**
ELA.4.R.1.2:	Explain a stated or implied theme and how it develops, using details, in a literary text. **Clarifications:** *Clarification 1*: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text. **Standard Relation to Course: Major**
ELA.4.R.1.3:	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. **Standard Relation to Course: Major**
ELA.4.R.1.4:	Explain how rhyme and structure create meaning in a poem. **Standard Relation to Course: Major**
ELA.4.R.2.1:	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. **Standard Relation to Course: Major**
ELA.4.R.2.2:	Explain how relevant details support the central idea, implied or explicit. **Standard Relation to Course: Major**
ELA.4.R.2.3:	Explain an author's perspective toward a topic in an informational text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.4.R.2.4:	Explain an author's claim and the reasons and evidence used to support the claim. **Standard Relation to Course: Major**
ELA.4.R.3.1:	Explain how figurative language contributes to meaning in text(s). **Clarifications:** *Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.4.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.4.R.3.3:	Compare and contrast accounts of the same event using primary and/or secondary sources. **Clarifications:** *Clarification 1*: Introduce the terms "primary sources" and "secondary sources." **Standard Relation to Course: Major**
ELA.4.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.4.V.1.2:	**Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 3-5 and Affixes. **Standard Relation to Course: Major**
ELA.4.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.4.R.3.1 and Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 4th grade. The standards emphasize explicit, systematic phonics instruction as the

foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 4th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 5010045

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >
Abbreviated Title: LANG ARTS GRADE 4
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)

Language Arts - Grade Five (#5010046) 2022 - And Beyond

Course Standards

Name	Description
ELA.5.C.1.1:	Demonstrate fluent and legible cursive writing skills. **Clarifications:** *Clarification 1*: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print. **Standard Relation to Course: Major**
ELA.5.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases. **Clarifications:** *Clarification 1*: See Writing Types. **Standard Relation to Course: Major**
ELA.5.C.1.3:	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.5.C.1.4:	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. **Standard Relation to Course: Major**
ELA.5.C.1.5:	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers. **Standard Relation to Course: Major**
ELA.5.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **Clarifications:** *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. *Clarification 2*: For further guidance, see the Elementary Oral Communication Rubric. **Standard Relation to Course: Major**
ELA.5.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **Clarifications:** *Clarification 1*: Skills to be mastered at this grade level are as follows: • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. Skills to be implemented but not yet mastered are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. • Vary sentence structure. *Clarification 2*: See Convention Progression by Grade Level for more information. **Standard Relation to Course: Major**
ELA.5.C.4.1:	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **Standard Relation to Course: Major**
ELA.5.C.5.1:	Arrange multimedia elements to create emphasis in oral or written tasks. **Clarifications:** *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated. **Standard Relation to Course: Major**

ELA.5.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing. **Standard Relation to Course: Major**
ELA.5.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. **Standard Relation to Course: Major**
ELA.5.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. **Clarifications:** *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Standard Relation to Course: Major**
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. **Standard Relation to Course: Major**
ELA.5.R.1.2:	Explain the development of stated or implied theme(s) throughout a literary text. **Clarifications:** *Clarification 1*: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts. **Standard Relation to Course: Major**
ELA.5.R.1.3:	Describe how an author develops a character's perspective in a literary text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.5.R.1.4:	Explain how figurative language and other poetic elements work together in a poem. **Clarifications:** *Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery. **Standard Relation to Course: Major**
ELA.5.R.2.1:	Explain how text structures and/or features contribute to the overall meaning of texts. **Clarifications:** *Clarification 1*: For more information, see Text Structures and Text Features. **Standard Relation to Course: Major**
ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit. **Standard Relation to Course: Major**
ELA.5.R.2.3:	Analyze an author's purpose and/or perspective in an informational text. **Clarifications:** *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something." **Standard Relation to Course: Major**
ELA.5.R.2.4:	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. **Clarifications:** *Clarification 1*: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument. **Standard Relation to Course: Major**
ELA.5.R.3.1:	Analyze how figurative language contributes to meaning in text(s). **Standard Relation to Course: Major**
ELA.5.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. **Clarifications:** *Clarification 1*: Most grade-level texts are appropriate for this benchmark. **Standard Relation to Course: Major**
ELA.5.R.3.3:	Compare and contrast primary and secondary sources related to the same topic. **Standard Relation to Course: Major**
ELA.5.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. **Clarifications:** *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. **Standard Relation to Course: Major**
ELA.5.V.1.2:	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. **Clarifications:** *Clarification 1*: See Common Greek and Latin Roots 3-5, Affixes, and Parts of Speech. **Standard Relation to Course: Major**

ELA.5.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarifications:** *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.5.R.3.1 and Elementary Figurative Language. **Standard Relation to Course: Major**
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. **Standard Relation to Course: Supporting**
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. **Standard Relation to Course: Supporting**
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. **Standard Relation to Course: Supporting**
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. **Standard Relation to Course: Supporting**
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. **Standard Relation to Course: Supporting**
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. **Standard Relation to Course: Supporting**

General Course Information and Notes

VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 5th grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply

earlier grade-level benchmarks and expectations.

GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

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

VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 5th Grade Sample Book List should be used in instruction.

GENERAL INFORMATION

Course Number: 5010046

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

Abbreviated Title: LANG ARTS GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
Elementary Education (Grades K-6)

M/J Personal, Career, and School Development Skills 1 (#0500000) 2022 - And Beyond

Course Standards

Name	Description
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. **Clarifications:** Talk to an adult, anger management, and conflict mediation.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. **Clarifications:** Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. **Clarifications:** Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.C.1.3:	Identify environmental factors that affect personal health. **Clarifications:** Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.2.1:	Examine how family influences the health of adolescents. **Clarifications:** Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. **Clarifications:** Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential >
Abbreviated Title: M/J PERS CAR SCH 1
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, School Development Skills 1 & Career Planning (#0500002) 2022 - And Beyond

Course Standards

Name	Description
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. **Clarifications:** Talk to an adult, anger management, and conflict mediation.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. **Clarifications:** Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. **Clarifications:** Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.C.1.3:	Identify environmental factors that affect personal health. **Clarifications:** Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.2.1:	Examine how family influences the health of adolescents. **Clarifications:** Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. **Clarifications:** Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

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

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

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

5. Providing extensive text-based research and writing opportunities (claims and evidence).

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

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500002

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential >
Abbreviated Title: M/J PERS CAR SCH C/P
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, and School Development Skills 2 (#0500010) 2022 - And Beyond

Course Standards

Name	Description
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. **Clarifications:** Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. **Clarifications:** Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** Driving under the influence, lack of exercise, and poor diet.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. **Clarifications:** Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. **Clarifications:** Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. **Clarifications:** Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. **Clarifications:** Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential >
Abbreviated Title: M/J PERS CAR SCH 2
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, School Development Skills 2 & Career Planning (#0500012) 2022 - And Beyond

Course Standards

Name	Description
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. **Clarifications:** Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. **Clarifications:** Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** Driving under the influence, lack of exercise, and poor diet.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. **Clarifications:** Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. **Clarifications:** Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. **Clarifications:** Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. **Clarifications:** Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.6.1:	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

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

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

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

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

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

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500012

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential >
Abbreviated Title: M/J PER/CAR/SCH2 C/P
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

M/J Personal, Career, and School Development Skills 3 (#0500020) 2022 - And Beyond

Course Standards

Name	Description
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. **Clarifications:** Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. **Clarifications:** Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. **Clarifications:** (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. **Clarifications:** Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. **Clarifications:** Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.3:	Predict how environmental factors affect personal health. **Clarifications:** Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
HE.8.C.2.1:	Assess the role of family health beliefs on the health of adolescents. **Clarifications:** Alternative medical care, family religious beliefs, and importance of physical activity.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. **Clarifications:** Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.6.1:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making

- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential >
Abbreviated Title: M/J PERS CAR SCH 3
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

M/J Personal, Career, School Development Skills 3 & Career Planning (#0500022) 2022 - And Beyond

Course Standards

Name	Description
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. **Clarifications:** Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. **Clarifications:** Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. **Clarifications:** (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. **Clarifications:** Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. **Clarifications:** Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.3:	Predict how environmental factors affect personal health. **Clarifications:** Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
HE.8.C.2.1:	Assess the role of family health beliefs on the health of adolescents. **Clarifications:** Alternative medical care, family religious beliefs, and importance of physical activity.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. **Clarifications:** Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.C.2.7:	Describe the influence of culture on health beliefs, practices, and behaviors. **Clarifications:** Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.

- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.6.1:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)

- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

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

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500022

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Experiential Education > **SubSubject:** Experiential >
Abbreviated Title: M/J PER/CAR/SCH3 C/P
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Executive Internship 1 (#0500300) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.
The content should include, but not be limited to, the following:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >
Abbreviated Title: EXEC INTERN 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Executive Internship 2 (#0500310) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. **Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.1.5:	Compare different forms of business organizations. **Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.9:	Describe how the earnings of workers are determined. **Clarifications:** Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.2.1:	Identify and explain broad economic goals. **Clarifications:** Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

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

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: EXEC INTERN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Executive Internship 3 (#0500320) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. **Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf
SS.912.A.3.10:	Review different economic and philosophic ideologies. **Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). **Clarifications:** Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. **Clarifications:** Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. **Clarifications:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. **Clarifications:** Examples are education, transportation, crime prevention, funding of services.
SS.912.E.1.5:	Compare different forms of business organizations. **Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.9:	Describe how the earnings of workers are determined. **Clarifications:** Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
	Interpret and evaluate primary and secondary sources.

SS.912.W.1.3:	**Clarifications:** Examples are artifacts, images, auditory and written sources.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.

	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.
The content should include, but not be limited to, the following:

- more intensive study of a variety of career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >
Abbreviated Title: EXEC INTERN 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Executive Internship 4 (#0500330) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. **Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. **Clarifications:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. **Clarifications:** Examples are education, transportation, crime prevention, funding of services.
SS.912.E.1.5:	Compare different forms of business organizations. **Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.9:	Describe how the earnings of workers are determined. **Clarifications:** Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.2.2:	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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings. The content should include, but not be limited to, the following:

- analysis of career options
- career planning processes
- characteristics of work settings
- theories of executive management
- influence on unions
- free enterprise concepts
- organizational structure

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: EXEC INTERN 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Voluntary Public Service (#0500370) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.S.4.3:	Examine the ways that groups function, such as roles, interactions and leadership.
SS.912.S.4.9:	Discuss how formal organizations influence behavior of their members. **Clarifications:** Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.
SS.912.S.5.10:	Identify both rights and responsibilities the individual has to primary and secondary groups.
SS.912.S.7.4:	Discuss the implications of social problems for society. **Clarifications:** Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.
SS.912.S.7.6:	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. **Clarifications:** Some examples of potential benefits are physical, mental, emotional and social.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.
The content should include, but not be limited to, the following:

- identification of school community based needs
- organized response to identified needs
- the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available
- methods that require students to identify, organize, and use resources appropriately
- interpersonal relationships and improved personal growth
- the ability to acquire and use information -an understanding of social, organizational, and technological systems
- acquiring skills to work with a variety of tools and equipment.
- improve personal qualities and higher-order thinking skills.
- development and implementation of a personal plan for involvement in school or community service

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: VOL PUB SERV

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Personal, Career, and School Development Skills 1 (#0500500) 2022 - And Beyond

Course Standards

Name	Description
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. **Clarifications:** Some examples of training principles are overload, specificity and progression.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. **Clarifications:** Some examples of potential benefits are physical, mental, emotional and social.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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. **Clarifications:** 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.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The

private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500500

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: PERS CAR SCH DEV 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Personal, Career, and School Development Skills 2 (#0500510) 2022 - And Beyond

Course Standards

Name	Description
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. **Clarifications:** Some examples of potential benefits are physical, mental, emotional and social.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. **Clarifications:** Examples are education, transportation, crime prevention, funding of services.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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. **Clarifications:** 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.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500510

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >
Abbreviated Title: PERS CAR SCH DEV 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Personal, Career, and School Development Skills 3 (#0500520) 2022 - And Beyond

Course Standards

Name	Description
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.1:	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.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. **Clarifications:** Some examples of potential benefits are physical, mental, emotional and social.
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. **Clarifications:** Examples are education, transportation, crime prevention, funding of services.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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. **Clarifications:** 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.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500520

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: PERS CAR SCH DEV 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Personal, Career, and School Development Skills 4 (#0500530) 2022 - And Beyond

Course Standards

Name	Description
SS.912.C.2.10:	Monitor current public issues in Florida. **Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. **Clarifications:** Examples are education, transportation, crime prevention, funding of services.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. **Clarifications:** 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.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. **Clarifications:** Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. **Clarifications:** Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6:	Describe obstacles to making good judgments. **Clarifications:** Examples may include, but are not limited to, framing and belief perseverance.
SS.912.S.8.9:	Identify a community social problem and discuss appropriate actions to address the problem.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.6.2:	Analyze physical activities from which benefits can be derived. **Clarifications:** Some examples of potential benefits are physical, mental, emotional and social.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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

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

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes

- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0500530

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Experiential Education > **SubSubject:** General >

Abbreviated Title: PERS CAR SCH DEV 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

M/J Health Grade 6 Year (#0800000) 2022 - And Beyond

Course Standards

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

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. **Clarifications:** Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. **Clarifications:** Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. **Clarifications:** Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. **Clarifications:** Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. **Clarifications:** Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. **Clarifications:** Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. **Clarifications:** Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. **Clarifications:** Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. **Clarifications:** Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. **Clarifications:** Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. **Clarifications:** Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. **Clarifications:** BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. **Clarifications:** Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. **Clarifications:** Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. **Clarifications:** Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

HE.6.C.1.3:	Identify environmental factors that affect personal health. **Clarifications:** Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. **Clarifications:** Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. **Clarifications:** Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. **Clarifications:** Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. **Clarifications:** Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. **Clarifications:** Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. **Clarifications:** Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. **Clarifications:** First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. **Clarifications:** Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. **Clarifications:** Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. **Clarifications:** Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. **Clarifications:** School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. **Clarifications:** Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. **Clarifications:** Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. **Clarifications:** Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. **Clarifications:** Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
HE.6.P.8.3:	Work cooperatively to advocate for healthy individuals, families, and schools. **Clarifications:**

	Media campaigns, posters, skits, and PSAs.
HE.6.P.8.4:	Identify ways health messages and communication techniques can be targeted for different audiences. **Clarifications:** Surveys, advertisements, music, and clothing.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

	• Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- **Core Concepts** (dimensions of health, environmental health, illnesses and healthy behaviors)
- **Accessing Information** (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- **Internal and External Influences** (available resources, seeking help, technology, products and services)
- **Interpersonal Communication** (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (individual and group decisions, and positive/negative healthy options)
- **Goal Setting** (short and long term health strategies, personal health and small groups)
- **Self Management** (personal health practices and internet safety)
- **Advocacy** (positive promotion and accurate information sharing)

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: M/J HEALTH GR 6Y
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)

M/J Health & Career Planning Grade 6 Year (#0800005) 2022 - And Beyond

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. **Clarifications:** Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. **Clarifications:** Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. **Clarifications:** Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. **Clarifications:** Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. **Clarifications:** Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. **Clarifications:** Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. **Clarifications:** Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. **Clarifications:** Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. **Clarifications:** Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. **Clarifications:** Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. **Clarifications:** Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. **Clarifications:** BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. **Clarifications:** Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. **Clarifications:** Checklist, diary, log, computer software, and websites.
	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	**Clarifications:** Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.1.3:	Identify environmental factors that affect personal health. **Clarifications:** Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. **Clarifications:** Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. **Clarifications:** Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. **Clarifications:** Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. **Clarifications:** Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. **Clarifications:** Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. **Clarifications:** Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. **Clarifications:** First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. **Clarifications:** Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. **Clarifications:** Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. **Clarifications:** Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. **Clarifications:** School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. **Clarifications:** Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. **Clarifications:** Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. **Clarifications:** Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. **Clarifications:** Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

	Work cooperatively to advocate for healthy individuals, families, and schools.
HE.6.P.8.3:	**Clarifications:** Media campaigns, posters, skits, and PSAs.
	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.6.P.8.4:	**Clarifications:** Surveys, advertisements, music, and clothing.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents. The content should include, but is not limited to:

- Core Concepts (dimensions of health, environmental health, illnesses and healthy behaviors)
- Accessing Information (family and friend influences, disease prevention, reproductive health, medical resources, school and community health)
- Internal and External Influences (available resources, seeking help, technology, products and services)
- Interpersonal Communication (healthy alternatives, conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (individual and group decisions, and positive/negative healthy options)
- Goal Setting (short and long term health strategies, personal health and small groups)
- Self Management (personal health practices and internet safety)
- Advocacy (positive promotion and accurate information sharing)

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

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

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

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

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800005

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: M/J HEALTH/CP GR 6Y

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 7 Year (#0800010) 2022 - And Beyond

Course Standards

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

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. **Clarifications:** Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. **Clarifications:** WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. **Clarifications:** Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. **Clarifications:** Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. **Clarifications:** Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. **Clarifications:** Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. **Clarifications:** "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. **Clarifications:** Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. **Clarifications:** Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. **Clarifications:** Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. **Clarifications:** Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. **Clarifications:** Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. **Clarifications:** Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. **Clarifications:** Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. **Clarifications:** HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. **Clarifications:** Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. **Clarifications:** Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. **Clarifications:** Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. **Clarifications:** Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. **Clarifications:** Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. **Clarifications:** Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. **Clarifications:** Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. **Clarifications:** Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. **Clarifications:** Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. **Clarifications:** Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. **Clarifications:** Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. **Clarifications:** Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. **Clarifications:** Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. **Clarifications:** Print media, broadcast media, billboards, and Internet resources.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:	• Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.

MA.K12.MTR.6.1:	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

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

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: M/J HEALTH GR 7Y
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 7 Year (#0800015) 2022 - And Beyond

Course Standards

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

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. **Clarifications:** Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. **Clarifications:** WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. **Clarifications:** Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. **Clarifications:** Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. **Clarifications:** Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. **Clarifications:** Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. **Clarifications:** "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. **Clarifications:** Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. **Clarifications:** Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. **Clarifications:** Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. **Clarifications:** Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. **Clarifications:** Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. **Clarifications:** Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. **Clarifications:**

	Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. **Clarifications:** HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. **Clarifications:** Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. **Clarifications:** Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. **Clarifications:** Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. **Clarifications:** Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. **Clarifications:** Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. **Clarifications:** Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. **Clarifications:** Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. **Clarifications:** Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. **Clarifications:** Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. **Clarifications:** Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. **Clarifications:** Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. **Clarifications:** Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. **Clarifications:** Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. **Clarifications:** Print media, broadcast media, billboards, and Internet resources.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

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

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

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

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

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800015

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: M/J HEALTH/CP GR 7Y
Course Length: Year (Y)

Course Type: Elective Course
Course Level: 2
Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Year (#0800020) 2022 - And Beyond

Course Standards

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

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. **Clarifications:** Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. **Clarifications:** Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. **Clarifications:** Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. **Clarifications:** Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. **Clarifications:** Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. **Clarifications:** Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. **Clarifications:** Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. **Clarifications:** Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. **Clarifications:** (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. **Clarifications:** Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. **Clarifications:** Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. **Clarifications:** Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. **Clarifications:** Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. **Clarifications:** Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. **Clarifications:** Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.3:	Predict how environmental factors affect personal health. **Clarifications:** Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems. **Clarifications:** Cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.C.1.6:	Analyze how appropriate health care can promote personal health. **Clarifications:** Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
HE.8.C.1.7:	Explore how heredity and family history can affect personal health. **Clarifications:** Sickle-cell anemia, heart disease, diabetes, and mental health.
HE.8.C.1.8:	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
HE.8.C.2.1:	Assess the role of family health beliefs on the health of adolescents. **Clarifications:** Alternative medical care, family religious beliefs, and importance of physical activity.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. **Clarifications:** Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.C.2.3:	Analyze how the school and community may influence adolescent health. **Clarifications:** Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention. **Clarifications:** Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. **Clarifications:** Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
HE.8.C.2.6:	Analyze the influence of technology on personal and family health. **Clarifications:** TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
HE.8.C.2.7:	Describe the influence of culture on health beliefs, practices, and behaviors. **Clarifications:** Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
HE.8.C.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
HE.8.C.2.9:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, desires, and impulses.
HE.8.P.7.1:	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. **Clarifications:** Sexual abstinence, skin care, and drug abuse.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
HE.8.P.8.1:	Promote positive health choices with the influence and support of others. **Clarifications:** Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. **Clarifications:**

	Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. **Clarifications:** Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. **Clarifications:** Advertising, social media campaign, and health fairs.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:

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

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).

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: M/J HEALTH GR 8Y
Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health & Career Planning Grade 8 Year (#0800025) 2022 - And Beyond

Course Standards

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

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. **Clarifications:** Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. **Clarifications:** Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. **Clarifications:** Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. **Clarifications:** Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. **Clarifications:** Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. **Clarifications:** Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. **Clarifications:** Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. **Clarifications:** Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. **Clarifications:** (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. **Clarifications:** Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. **Clarifications:** Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. **Clarifications:** Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. **Clarifications:** Physical activity, nutrition modification, and anger management.
	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

HE.8.B.6.4:	**Clarifications:** Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. **Clarifications:** Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.3:	Predict how environmental factors affect personal health. **Clarifications:** Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems. **Clarifications:** Cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.C.1.6:	Analyze how appropriate health care can promote personal health. **Clarifications:** Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
HE.8.C.1.7:	Explore how heredity and family history can affect personal health. **Clarifications:** Sickle-cell anemia, heart disease, diabetes, and mental health.
HE.8.C.1.8:	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
HE.8.C.2.1:	Assess the role of family health beliefs on the health of adolescents. **Clarifications:** Alternative medical care, family religious beliefs, and importance of physical activity.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. **Clarifications:** Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.C.2.3:	Analyze how the school and community may influence adolescent health. **Clarifications:** Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention. **Clarifications:** Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. **Clarifications:** Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
HE.8.C.2.6:	Analyze the influence of technology on personal and family health. **Clarifications:** TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
HE.8.C.2.7:	Describe the influence of culture on health beliefs, practices, and behaviors. **Clarifications:** Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
HE.8.C.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
HE.8.C.2.9:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, desires, and impulses.
HE.8.P.7.1:	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. **Clarifications:** Sexual abstinence, skin care, and drug abuse.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
HE.8.P.8.1:	Promote positive health choices with the influence and support of others. **Clarifications:** Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.

HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. **Clarifications:** Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. **Clarifications:** Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. **Clarifications:** Advertising, social media campaign, and health fairs.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The content should include, but is not limited to:

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

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

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

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

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

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

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

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

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

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: M/J HEALTH/CP GR 8Y

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester (#0800030) 2022 - And Beyond

Course Standards

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

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. **Clarifications:** Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. **Clarifications:** Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.3.4:	Describe situations when professional health services may be required. **Clarifications:** Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. **Clarifications:** Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. **Clarifications:** Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. **Clarifications:** Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. **Clarifications:** Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. **Clarifications:** Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Not smoking, limiting sedentary activity, and practicing good character.
HE.6.B.5.3:	Specify the potential outcomes of each option when making a health-related decision. **Clarifications:** Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. **Clarifications:** Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.B.5.5:	Predict the potential outcomes of a health-related decision. **Clarifications:** Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
HE.6.B.6.1:	Use various methods to measure personal health status. **Clarifications:** BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
HE.6.B.6.2:	Develop an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
HE.6.B.6.3:	Determine strategies and skills needed to attain a personal health goal. **Clarifications:** Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
HE.6.B.6.4:	Monitor progress toward attaining a personal health goal. **Clarifications:** Checklist, diary, log, computer software, and websites.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. **Clarifications:** Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

HE.6.C.1.3:	Identify environmental factors that affect personal health. **Clarifications:** Air and water quality, availability of sidewalks, contaminated food, and road hazards.
HE.6.C.1.4:	Identify health problems and concerns common to adolescents including reproductive development. **Clarifications:** Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. **Clarifications:** Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
HE.6.C.1.6:	Examine how appropriate health care can promote personal health. **Clarifications:** Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. **Clarifications:** Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. **Clarifications:** Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. **Clarifications:** Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. **Clarifications:** First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. **Clarifications:** Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. **Clarifications:** Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
HE.6.C.2.6:	Propose ways that technology can influence peer and community health behaviors. **Clarifications:** Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. **Clarifications:** School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. **Clarifications:** Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. **Clarifications:** Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. **Clarifications:** Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. **Clarifications:** Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
	Work cooperatively to advocate for healthy individuals, families, and schools.

HE.6.P.8.3:	**Clarifications:** Media campaigns, posters, skits, and PSAs.
HE.6.P.8.4:	Identify ways health messages and communication techniques can be targeted for different audiences. **Clarifications:** Surveys, advertisements, music, and clothing.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.†

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

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

Instructional Practices

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

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

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

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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GENERAL INFORMATION

Course Number: 0800030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: M/J HEALTH GR 6S
Course Length: Semester (S)

Course Type: Elective Course
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 6 Semester and Career Planning (#0800035) 2022 - And Beyond

Course Standards

Name	Description
HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. **Clarifications:** Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. **Clarifications:** Thermometer, television, Internet, audio books, and technology tools.
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	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

HE.6.C.1.2:	**Clarifications:** Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.1.3:	Identify environmental factors that affect personal health. **Clarifications:** Air and water quality, availability of sidewalks, contaminated food, and road hazards.
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	Work cooperatively to advocate for healthy individuals, families, and schools.
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	Identify ways health messages and communication techniques can be targeted for different audiences.
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MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents.

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

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

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

Instructional Practices

Teaching from a well-written, grade-level textbook enhances studentsí 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).

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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800035

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: M/J HEALTH GR 6S CP

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Health Education (Secondary Grades 7-12)

M/J Health Grade 7 Semester (#0800040) 2022 - And Beyond

Course Standards

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

Name	Description
HE.7.B.3.1:	Analyze the validity of health information, products, and services. **Clarifications:** Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. **Clarifications:** WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.3.4:	Differentiate among professional health services that may be required. **Clarifications:** Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. **Clarifications:** Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. **Clarifications:** Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. **Clarifications:** Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. **Clarifications:** "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. **Clarifications:** Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. **Clarifications:** Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. **Clarifications:** Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. **Clarifications:** Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. **Clarifications:** Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. **Clarifications:** Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
HE.7.C.1.1:	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. **Clarifications:** Teen pregnancy, caloric balance, time management, and conflict resolution.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. **Clarifications:** Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.1.3:	Analyze how environmental factors affect personal health. **Clarifications:** Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

HE.7.C.1.5:	Classify infectious agents and their modes of transmission to the human body. **Clarifications:** HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.
HE.7.C.1.6:	Explain how appropriate health care can promote personal health. **Clarifications:** Registered dietitian to plan healthy meals, asthma action plan, and immunization.
HE.7.C.1.7:	Describe how heredity can affect personal health. **Clarifications:** Sickle-cell anemia, diabetes, and acne.
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.C.2.1:	Examine how family health behaviors influence health of adolescents. **Clarifications:** Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
HE.7.C.2.2:	Examine how peers may influence the health behaviors of adolescents. **Clarifications:** Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
HE.7.C.2.3:	Examine how the school and community may influence the health behaviors of adolescents. **Clarifications:** Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. **Clarifications:** Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information. **Clarifications:** Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. **Clarifications:** Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
HE.7.C.2.8:	Evaluate how changes in social norms impact healthy and unhealthy behavior. **Clarifications:** Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
HE.7.C.2.9:	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
HE.7.P.7.1:	Examine the importance of assuming responsibility for personal-health behaviors. **Clarifications:** Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	Experiment with behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
HE.7.P.8.1:	Utilize the influence of others to promote positive health choices. **Clarifications:** Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. **Clarifications:** Bullying prevention, Internet safety, and nutritional choices.
HE.7.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, and families. **Clarifications:** Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. **Clarifications:** Print media, broadcast media, billboards, and Internet resources.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:	• Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.

MA.K12.MTR.6.1:	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.†

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

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

Instructional Practices

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: M/J HEALTH GR 7S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

M/J Health Grade 8 Semester (#0800050) 2022 - And Beyond

Course Standards

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

Name	Description
HE.8.B.3.1:	Analyze valid and reliable health services and the cost of products. **Clarifications:** Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. **Clarifications:** Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
HE.8.B.3.3:	Recommend a variety of technologies to gather health information. **Clarifications:** Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.3.4:	Determine situations when specific professional health services or providers may be required. **Clarifications:** Head injuries, infections, depression, and abuse.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. **Clarifications:** Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. **Clarifications:** Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. **Clarifications:** Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. **Clarifications:** Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. **Clarifications:** (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. **Clarifications:** Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. **Clarifications:** Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. **Clarifications:** Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. **Clarifications:** Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. **Clarifications:** Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. **Clarifications:** Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. **Clarifications:** Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

HE.8.C.1.2:	**Clarifications:** Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.3:	Predict how environmental factors affect personal health. **Clarifications:** Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems. **Clarifications:** Cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.C.1.6:	Analyze how appropriate health care can promote personal health. **Clarifications:** Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
HE.8.C.1.7:	Explore how heredity and family history can affect personal health. **Clarifications:** Sickle-cell anemia, heart disease, diabetes, and mental health.
HE.8.C.1.8:	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.
HE.8.C.2.1:	Assess the role of family health beliefs on the health of adolescents. **Clarifications:** Alternative medical care, family religious beliefs, and importance of physical activity.
HE.8.C.2.2:	Assess how the health beliefs of peers may influence adolescent health. **Clarifications:** Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
HE.8.C.2.3:	Analyze how the school and community may influence adolescent health. **Clarifications:** Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention. **Clarifications:** Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. **Clarifications:** Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
HE.8.C.2.6:	Analyze the influence of technology on personal and family health. **Clarifications:** TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
HE.8.C.2.7:	Describe the influence of culture on health beliefs, practices, and behaviors. **Clarifications:** Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
HE.8.C.2.8:	Explain how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."
HE.8.C.2.9:	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, desires, and impulses.
HE.8.P.7.1:	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. **Clarifications:** Sexual abstinence, skin care, and drug abuse.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. **Clarifications:** Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
HE.8.P.8.1:	Promote positive health choices with the influence and support of others. **Clarifications:** Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. **Clarifications:** Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.

	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
HE.8.P.8.3:	**Clarifications:** Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
	Evaluate ways health messages and communication techniques can be targeted for different audiences.
HE.8.P.8.4:	**Clarifications:** Advertising, social media campaign, and health fairs.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

The content should include, but is not limited to:†

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

Instructional Practices

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: M/J HEALTH GR 8S

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

Educator Certifications

Health Education (Secondary Grades 7-12)

M/J Health Transfer (#0800220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0800220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: M/J HEALTH TRAN

Course Length: Year (Y)

Course Type: Transfer Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Health 1-Life Management Skills (#0800300) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. **Clarifications:** 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. **Clarifications:** 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.
	Formulate an effective long-term personal health plan.

HE.912.B.6.4:	**Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.

HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. **Clarifications:** Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

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

- Family life
- Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)
- Internet safety
- Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)
- Nutrition (physical activity and wellness)
- Substance use and abuse (tobacco, alcohol, and other drug use and abuse)
- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention
- Prevention and control of disease (including HIV/AIDS and other STIs)
- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

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).

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 0800300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH1-LIF MGMT SKL

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health 2-Personal Health (#0800310) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. **Clarifications:** 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. **Clarifications:** 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.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:**

	Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

GENERAL NOTES

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

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

- Nutrition (wellness)
- Family life (roles and relationships of family members)
- Personal health (health issues related to stages of life)
- Mental and emotional health
- Environmental health
- Consumer health (health careers)
- Community health (health care systems)
- Mental and emotional health (positive emotional development, including the prevention of suicide)
- Prevention and control of disease (current and emerging diseases and disorders)
- Injury prevention and safety (personal safety)

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).

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH 2-PER HEALTH

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

First Aid and Safety (#0800320) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. **Clarifications:** Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

GENERAL NOTES

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

- **Injury prevention and safety**
  - Safety promotion
  - First aid procedures
  - Adult, child, and infant CPR, and AED procedures
  - Disaster preparedness
- **Environmental health** (community resources and services)
- **Community health and consumer health** (career and public service opportunities)

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).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Certified Cardiopulmonary Resuscitation (CPR) Instructor by American Heart Association or American Red Cross.

GENERAL INFORMATION

Course Number: 0800320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: FIRST AID SAFETY

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Personal, Social, and Family Relationships (#0800330) 2022

- And Beyond

Course Standards

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

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury

	prevention, and first-aid responder's safety practices.
HE.912.B.6.3:	Implement strategies and monitor progress in achieving a personal health goal. **Clarifications:** 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.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

HE.912.C.2.8:	**Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness and acceptance.

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

- **Teen dating violence**
- **Mental and emotional health** (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)
- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community health** (health-related community resources)
- **Internet Safety**
- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

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).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0800330

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: PERSON SOC FAM RLSH

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Guidance & Counseling (Preschool-Secondary PK-12)
Psychology (Grades 6-12)
Health (Elementary and Secondary Grades K-12)

Adolescent Health Problems (#0800350) 2022 - And Beyond

Course Standards

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

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. **Clarifications:** 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. **Clarifications:** 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.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.

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

- **Family life** (parenting skills and care-giving)
- **Personal health** (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)
- **Internet safety**
- **Mental and emotional health** (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

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).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General > **Abbreviated Title:** ADOL HEALTH PROBLS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Explorations Honors (#0800360) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. **Clarifications:** 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. **Clarifications:** 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.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:**

	Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

GENERAL NOTES

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

- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)

- **Community and Consumer health** (health-related community resources, health careers and evaluate health information)
- **Prevention and control of disease** (communicable and non communicable diseases, HIV/AIDS and other STIs)
- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General > **Abbreviated Title:** HEALTH EXPLOS HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)

Parenting 1 (#0800370) 2022 - And Beyond

Course Standards

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

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

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

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

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).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: PARENTING 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Parenting 2 (#0800380) 2022 - And Beyond

Course Standards

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

Name	Description
HE.912.B.3.1:	Verify the validity of health information, products, and services. **Clarifications:** 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.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.

HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

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

- **Family life**
- **Personal health**
- **Internet safety**

- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

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).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: PARENTING 2

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health for Expectant Parents (#0800390) 2022 - And Beyond

Course Standards

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

Name	Description
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. **Clarifications:** Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.2:	Generate alternatives to health-related issues or problems. **Clarifications:** Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others. **Clarifications:** Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.B.6.1:	Evaluate personal health practices and overall health status to include all dimensions of health. **Clarifications:** Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
HE.912.B.6.2:	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. **Clarifications:** 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. **Clarifications:** 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.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate how environment and personal health are interrelated.

HE.912.C.1.3:	**Clarifications:** 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. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. **Clarifications:** Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.6:	Evaluate the relationship between access to health care and health status. **Clarifications:** Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. **Clarifications:** Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. **Clarifications:** Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
HE.912.C.2.1:	Analyze how the family influences the health of individuals. **Clarifications:** Nutritional management of meals, composition of and relationships within families, and health-insurance status.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.3:	Assess how the school and community can affect personal health practice and behaviors. **Clarifications:** Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Clarifications:** 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.
HE.912.C.2.6:	Evaluate the impact of technology on personal, family, and community health. **Clarifications:** 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.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. **Clarifications:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
HE.912.C.2.8:	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. **Clarifications:** Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
HE.912.C.2.9:	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. **Clarifications:** Social conformity, self-discipline, and impulse vs. delayed gratification.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

	• Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.

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

- Human reproduction
- Stages of fetal development
- Stages of physical, social, cognitive, and emotional development of an infant
- Physical and emotional development and care of expectant mother
- Birth process
- Pre and post natal care
- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

Instructional Practices

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 0800390

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General > **Abbreviated Title:** HEALTH EXPER PARENTS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Health Education (Secondary Grades 7-12)
Health (Elementary and Secondary Grades K-12)
Family and Consumer Science (Grades 6-12)

Health Transfer (#0800990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0800990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH TRAN

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

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

Health - Kindergarten (#5008020) 2022 - And Beyond

Course Standards

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

Name	Description
HE.K.B.3.1:	Recognize warning labels and signs on hazardous products and places. **Clarifications:** Poison symbol, universal symbol for "no," and crosswalk signals.
HE.K.B.3.2:	Recognize school and community health helpers. **Clarifications:** Fire, police, medical, and school personnel.
HE.K.B.4.1:	Recognize healthy ways to express needs, wants, and feelings. **Clarifications:** How to share objects and time, how to be an effective family member, and how to use manners.
HE.K.B.4.2:	Demonstrate listening skills to enhance health. **Clarifications:** Using manners, asking questions, and looking at the speaker.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. **Clarifications:** Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
HE.K.B.5.2:	Recognize healthy options to health-related issues or problems. **Clarifications:** Visit the doctor, obey safety rules, and practice emergency preparedness.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Injury to self and/or others.
HE.K.C.1.1:	Recognize healthy behaviors. **Clarifications:** Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.
HE.K.C.1.2:	Recognize the physical dimensions of health. **Clarifications:** Hygiene, exercise, eating habits, and cooperation.
HE.K.C.1.3:	Recognize ways to prevent common communicable diseases. **Clarifications:** Washing hands, covering mouth to cough and sneeze, and flushing toilets.
HE.K.C.1.4:	Recognize ways to prevent childhood injuries in the home, school, and community settings. **Clarifications:** Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age- appropriate child restraints, and identifying poisons and other harmful substances.
HE.K.C.1.5:	Recognize there are body parts inside and outside of the body. **Clarifications:** Brain, muscles, and skin.
HE.K.C.2.1:	Name healthy behaviors that family members should practice. **Clarifications:** Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.
HE.K.C.2.2:	Recognize the characteristics of a friend. **Clarifications:** Honest, caring, and wants to spend time with you.
HE.K.C.2.3:	Identify members of the school and community who support personal-health practices and behaviors. **Clarifications:** Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs.
HE.K.C.2.4:	Explain the importance of rules to maintain health. **Clarifications:**

	Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.
HE.K.P.7.1:	Identify healthy practices and behaviors to maintain or improve personal health. **Clarifications:** Seek a safe environment, seek help, and practice universal precautions.
HE.K.P.8.1:	Help others to make positive health choices. **Clarifications:** Play outside and wash hands frequently.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life.

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

- **Core Concepts** (health promotion, eating habits, following rules, body parts and hygiene)
- **Accessing Information** (friends, doctor, nurses, hospitals, clinics, basic first aid, rules, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (verbal and non-verbal, following rules, trusted adults and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options and safety practices)
- **Self Management** (safety and precautions)
- **Advocacy** (personal hygiene and following rules)

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: cpalms.org/uploads/docs/standards/eld/SI.pdf.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 5008020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >

Abbreviated Title: HEALTH - K

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Early Childhood Education (Early Childhood)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 1 (#5008030) 2022 - And Beyond

Course Standards

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

Name	Description
HE.1.B.3.1:	Determine the meaning of warning labels and signs on hazardous products and places **Clarifications:** Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. **Clarifications:** Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.1:	Identify healthy ways to express needs, wants, and feelings. **Clarifications:** Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
HE.1.B.4.2:	Describe good listening skills to enhance health. **Clarifications:** Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. **Clarifications:** Leave, tell a trusted adult, and say "no."
HE.1.B.5.1:	Describe situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
HE.1.B.5.2:	Identify healthy options to health-related issues or problems. **Clarifications:** Wearing bike helmet, using age- appropriate restraints, and reporting danger.
HE.1.B.5.3:	Explain the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Tooth decay and environmental damage.
HE.1.C.1.1:	Identify healthy behaviors. **Clarifications:** Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
HE.1.C.1.2:	Recognize the physical and social dimensions of health. **Clarifications:** Making friends, respecting others, understanding empathy, and getting adequate sleep.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases. **Clarifications:** Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
HE.1.C.1.4:	Identify ways to prevent childhood injuries in the home, school, and community settings. **Clarifications:** Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.
HE.1.C.1.5:	Identify the correct names of human body parts. **Clarifications:** Stomach, intestines, heart, lungs, skin, muscles, and bones.
HE.1.C.1.6:	Identify health-care providers. **Clarifications:** Doctors, paramedics, and school nurses.
HE.1.C.2.1:	Identify how children learn health behaviors from family and friends. **Clarifications:** Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. **Clarifications:** Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
HE.1.C.2.3:	Identify what the school and community do to support personal-health practices and behaviors. **Clarifications:** Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.

HE.1.C.2.4:	Recognize health consequences for not following rules. **Clarifications:** Injuries, arguments, hurt feelings, and pollution.
HE.1.P.7.1:	Tell about behaviors that avoid or reduce health risks. **Clarifications:** Swimming with a buddy, stopping and thinking, and following playground rules.
HE.1.P.8.1:	Encourage others to make positive health choices. **Clarifications:** Use sunscreen, cross the street at marked areas, and select healthy foods.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media.

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

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self Management (reducing risks)
- Advocacy (positive promotion, school and community rules)

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5008030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 1
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)

Health - Grade 2 (#5008040) 2022 - And Beyond

Course Standards

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

Name	Description
HE.2.B.3.1:	Understand the meaning of warning labels and signs on hazardous products. **Clarifications:** Hazardous-waste sign and medication labels.
HE.2.B.3.2:	Select trusted adults and professionals who can help promote health. **Clarifications:** Family members, educators, and environmentalists.
HE.2.B.4.1:	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. **Clarifications:** Sharing feelings, following rules and directions, and waiting your turn to speak.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. **Clarifications:** Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.B.5.1:	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. **Clarifications:** When you think your friend is in trouble and food choices.
HE.2.B.5.2:	Name healthy options to health-related issues or problems. **Clarifications:** Safety equipment, peer cooperation, and communication.
HE.2.B.5.3:	Compare the consequences of not following rules/practices when making healthy and safe decisions. **Clarifications:** Negative emotions, accidents, injuries, and pollution.
HE.2.B.6.1:	Establish a short-term personal health goal as a class and take action toward achieving the goal. **Clarifications:** Playground safety and tobacco awareness.
HE.2.C.1.1:	Identify that healthy behaviors affect personal health. **Clarifications:** Identifying your emotions and your level of wellness.
HE.2.C.1.2:	Recognize the physical, mental/emotional and social dimensions of health. **Clarifications:** Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.
HE.2.C.1.3:	Describe ways a safe, healthy home environment can promote personal health. **Clarifications:** Secured poisonous products, fire- safety practices, and posted emergency numbers.
HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school, and community settings. **Clarifications:** Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
HE.2.C.1.5:	Recognize the locations and functions of major human organs. **Clarifications:** The functions of the heart, lungs, and muscles.
HE.2.C.1.6:	Determine when it is important to seek health care. **Clarifications:** High fever, toothache, or persistent cough.
HE.2.C.2.1:	Describe how family rules and practices influence health behaviors. **Clarifications:** Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
HE.2.C.2.2:	Describe how friends' health practices influence health behaviors of others. **Clarifications:** Telling the truth, treating others with respect, and being tobacco-free.
HE.2.C.2.3:	Describe how the school and community influence health behaviors of children. **Clarifications:** Health and safety fairs, school and community gardens, and recycling.

HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **Clarifications:** Walking not running, waiting your turn, and following traffic laws.
HE.2.P.7.1:	Demonstrate health behaviors to maintain or improve personal health. **Clarifications:** Physical activity, kindness to others, weather safety, and universal precautions.
HE.2.P.8.1:	Support peers when making positive health choices. **Clarifications:** Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	• Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries.

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

- **Core Concepts** (health promotion, emotions, following rules, body parts and environmental health)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, home safety, emergency drills, and reliable resources)
- **Internal and External Influences** (trusted adults and warning labels)
- **Interpersonal Communication** (sharing, conflict resolution, verbal and non-verbal, following rules and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (personal health and safety)
- **Self Management** (safety and precautions)
- **Advocacy** (encouraging sharing and following rules)

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5008040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 2
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)

Health - Grade 3 (#5008050) 2022 - And Beyond

Course Standards

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

Name	Description
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. **Clarifications:** Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
HE.3.B.3.2:	Describe criteria for selecting health information, resources, products, and services. **Clarifications:** Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
HE.3.B.3.3:	Describe how the media influences the selection of health information, products, and services. **Clarifications:** Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.
HE.3.B.4.1:	Identify effective verbal and nonverbal communication skills to enhance health. **Clarifications:** Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. **Clarifications:** Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.B.4.3:	Demonstrate nonviolent strategies to manage or resolve conflict. **Clarifications:** Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
HE.3.B.4.4:	Explain ways to ask for assistance to enhance personal health. **Clarifications:** Group discussions, ask orally, and ask in writing.
HE.3.B.5.1:	Recognize circumstances that can help or hinder healthy decision making. **Clarifications:** Media health messages, practices of family and peers, and knowledge of topic.
HE.3.B.5.2:	List healthy options to health-related issues or problems. **Clarifications:** Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
HE.3.B.5.3:	Discuss the potential short-term personal impact of each option when making a health-related decision. **Clarifications:** Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.
HE.3.B.5.4:	Find a healthy option when making a decision for yourself. **Clarifications:** Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.
HE.3.B.5.5:	Explain when assistance is needed when making a health-related decision. **Clarifications:** Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.
HE.3.B.6.1:	Select a personal health goal and track progress toward achievement. **Clarifications:** Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
HE.3.B.6.2:	Examine resources that could assist in achieving a small group personal health goal. **Clarifications:** Family, school personnel, community resources: police, fire rescue, and EMS.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. **Clarifications:** 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.
HE.3.C.1.3:	Describe ways a safe, healthy classroom can promote personal health. **Clarifications:** Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand

	sanitizers, no sharing of food, and respect for others.
HE.3.C.1.4:	Recognize common childhood health conditions. **Clarifications:** Asthma, diabetes, food allergies, dental cavities, and colds.
HE.3.C.1.5:	Recognize that body parts and organs work together to form human body systems. **Clarifications:** Circulatory system, digestive system, nervous system, reproductive system, and other body systems.
HE.3.C.1.6:	Describe why it is important to seek health care. **Clarifications:** Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.
HE.3.C.2.1:	Explore how family and friend's traditions and customs may influence health behaviors. **Clarifications:** Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
HE.3.C.2.3:	Explore how the traditions and customs of the school and community influence health behavior of children. **Clarifications:** Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.
HE.3.C.2.4:	Identify classroom and school rules that promote health and disease prevention. **Clarifications:** Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.
HE.3.C.2.5:	Discuss the positive and negative impacts media may have on health. **Clarifications:** Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
HE.3.C.2.6:	Discuss the positive and negative impacts technology may have on health. **Clarifications:** Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
HE.3.P.7.1:	Practice responsible personal health behaviors. **Clarifications:** Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.
HE.3.P.7.2:	Investigate a variety of behaviors that avoid or reduce health risks. **Clarifications:** Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.
HE.3.P.8.1:	Promote positive behaviors to others. **Clarifications:** Selecting healthy foods, following playground rules, and sharing items respectfully.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries.

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

- **Core Concepts** (health promotion, disease prevention, following rules, body parts)
- **Accessing Information** (doctor, nurses, hospitals, clinics, basic first aid, germ prevention, emergency drills, community building, reliable resources)
- **Internal and External Influences** (family, peers, teachers, other adults/professionals, media, internet, responsibility, personal space)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- **Decision Making** (positive or negative health enhancing influences, healthy options)
- **Goal Setting** (short and long term health targets, personal health and safety)
- **Self Management** (self enhancing responsible choices, abstaining from drugs, daily hygiene)
- **Advocacy** (positive promotion, impacting family, peers, school, community, following rules and policies)

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5008050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 3
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 4 (#5008060) 2022 - And Beyond

Course Standards

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

Name	Description
HE.4.B.3.1:	Describe characteristics of valid health information, products, and services. **Clarifications:** Professional certification, components of proper labeling, complete directions for use, source, and date.
HE.4.B.3.2:	Construct criteria for selecting health resources, products, services, and reputable technologies. **Clarifications:** Asking if health resources are safe, affordable, and available.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information. **Clarifications:** Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to enhance health. **Clarifications:** Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. **Clarifications:** Expressing feelings, offering alternatives, and reporting danger.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. **Clarifications:** Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.B.4.4:	Demonstrate ways to ask for assistance to enhance personal health. **Clarifications:** Verbalize, write, text, email, and draw.
HE.4.B.5.1:	Identify circumstances that can help or hinder healthy decision making. **Clarifications:** Lack of knowledge, lack of support, and cultural norms.
HE.4.B.5.2:	Itemize healthy options to health-related issues or problems. **Clarifications:** Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.
HE.4.B.5.3:	Predict the potential short-term impact of each option on self and others when making a health-related decision. **Clarifications:** First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.
HE.4.B.5.4:	Choose a healthy option when making decisions for yourself and/or others. **Clarifications:** Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.
HE.4.B.5.5:	Examine when assistance is needed to make a health-related decision. **Clarifications:** Administration of first aid, participation in physical activity, and conflict mediation.
HE.4.B.6.1:	Create a personal health goal and track progress toward achievement. **Clarifications:** Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.
HE.4.B.6.2:	Categorize resources that could assist in achieving a small group personal health goal. **Clarifications:** Family, school personnel, community service providers, and nutrition resource guide.
HE.4.C.1.1:	Identify the relationship between healthy behaviors and personal health. **Clarifications:** Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all- terrain vehicles for injury prevention, and washing hands for disease prevention.
HE.4.C.1.2:	Identify examples of mental/emotional, physical, and social health. **Clarifications:** Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
	Describe ways a safe, healthy school environment can promote personal health.

HE.4.C.1.3:	**Clarifications:** Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
HE.4.C.1.4:	Describe ways to prevent common childhood injuries and health problems. **Clarifications:** 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.
HE.4.C.1.5:	Identify the human body parts and organs that work together to form healthy body systems. **Clarifications:** Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.
HE.4.C.1.6:	Distinguish differences among various healthcare providers, products, and services. **Clarifications:** Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.
HE.4.C.2.1:	Explain the importance of family on health practices and behaviors. **Clarifications:** Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.
HE.4.C.2.2:	Explain the important role that friends/peers may play in health practices and behaviors. **Clarifications:** Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.
HE.4.C.2.3:	Explain the important roles that school and community play in health practices and behaviors. **Clarifications:** Disaster preparedness, school breakfast programs, youth organizations, and recycling.
HE.4.C.2.4:	Recognize types of school rules and community laws that promote health and disease prevention. **Clarifications:** Helmet law, clean indoor-air laws, and speed limits.
HE.4.C.2.5:	Explain how media influences personal thoughts, feelings, and health behaviors. **Clarifications:** Insidious marketing/product placement, branding, and anti-drug campaigns.
HE.4.C.2.6:	Explain how technology influences personal thoughts, feelings, and health behaviors. **Clarifications:** Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
HE.4.P.7.2:	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. **Clarifications:** Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.
HE.4.P.8.1:	Assist others to make positive health choices. **Clarifications:** Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health.

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

- Core Concepts (mental/emotional, physical, and social health promotion, disease and injury prevention)
- Accessing Information (cultural influences, medical resources, emergency drills, school and community health)
- Internal and External Influences (available resources, products and services)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive/negative healthy options and decisions)
- Goal Setting (short and long term health targets, personal health and small groups)
- Self Management (self enhancing responsible choices and healthy practices)
- Advocacy (positive promotion and modeling healthy choices)

Instructional Practices

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

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5008060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 4
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 4

Educator Certifications

Health (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Health - Grade 5 (#5008070) 2022 - And Beyond

Course Standards

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

Name	Description
HE.5.B.3.1:	Discuss characteristics of valid health information, products, and services. **Clarifications:** Reliable source, current information, and medically accurate information.
HE.5.B.3.2:	Evaluate criteria for selecting health resources, products, and services. **Clarifications:** Function, directions for use, competence of the provider, and costs.
HE.5.B.3.3:	Compile resources from home, school, and community, technologies that provide valid health information. **Clarifications:** Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.
HE.5.B.4.1:	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. **Clarifications:** Written or verbal communication, body language, and conflict- resolution skills.
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce health risks. **Clarifications:** States desires clearly, offer alternative, use "I" messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. **Clarifications:** Expressing emotions, listening, and using body language.
HE.5.B.4.4:	Determine ways to ask for assistance to enhance the health of self and others. **Clarifications:** Verbalize, write, and draw.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making. **Clarifications:** Peer pressure, bullying, substance abuse, and stress.
HE.5.B.5.2:	Summarize healthy options to health-related issues or problems. **Clarifications:** Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.
HE.5.B.5.3:	Compare the potential short-term impact of each option on self and others when making a health-related decision. **Clarifications:** Bullying intervention, practicing positive character traits, and substance abuse.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. **Clarifications:** Report bullying, resolve conflicts, and use safety equipment.
HE.5.B.5.5:	Analyze when assistance is needed when making a health-related decision. **Clarifications:** Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.
HE.5.B.6.1:	Specify a personal health goal and track progress toward achievement. **Clarifications:** Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.
HE.5.B.6.2:	Select reliable resources that would assist in achieving a small group personal health goal. **Clarifications:** Reliable members from family, school, community, and media.
HE.5.C.1.1:	Describe the relationship between healthy behaviors and personal health. **Clarifications:** Non-smoking and disease prevention, expressing feelings and promoting healthy relationships, use of sunscreen, and cancer prevention.
HE.5.C.1.2:	Explain the physical, mental/emotional, social, and intellectual dimensions of health. **Clarifications:** Problems demonstrating teamwork, immunizations, and critical thinking.
HE.5.C.1.3:	Explain ways a safe, healthy home and school environment promote personal health. **Clarifications:**

	Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.
HE.5.C.1.4:	Compare ways to prevent common childhood injuries and health problems. **Clarifications:** Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.
HE.5.C.1.5:	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. **Clarifications:** Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.
HE.5.C.1.6:	Recognize how appropriate health care can promote personal health. **Clarifications:** Having immunizations, using medication appropriately, and seeking grief/loss counseling.
HE.5.C.2.1:	Predict how families may influence various health practices of children. **Clarifications:** Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.
HE.5.C.2.2:	Predict how friends/peers may influence various health practices of children. **Clarifications:** Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.
HE.5.C.2.3:	Predict how the school and community influence various health practices of children. **Clarifications:** After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.
HE.5.C.2.4:	Give examples of school and public health policies that influence health promotion and disease prevention. **Clarifications:** Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.
HE.5.C.2.5:	Determine how media influences family health behaviors and the selection of health information, products, and services. **Clarifications:** Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.
HE.5.C.2.6:	Describe ways that technology can influence family health behaviors. **Clarifications:** Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.
HE.5.C.2.7:	Discuss how various cultures can influence personal health beliefs. **Clarifications:** Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.
HE.5.C.2.8:	Investigate influences that change health beliefs and behaviors. **Clarifications:** Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.
HE.5.P.7.1:	Model responsible personal health behaviors. **Clarifications:** Respect others, limit television time, choose healthy foods, and pick up litter.
HE.5.P.7.2:	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. **Clarifications:** Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.
HE.5.P.8.1:	Persuade others to make positive health choices. **Clarifications:** Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.

- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems.

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

- **Accessing Information** (family health, following rules, friends, trusted adults in school and community)
- **Internal and External Influences** (warning labels and community helpers)
- **Interpersonal Communication** (conflict resolution, verbal and non-verbal, reporting, active listening and refusal skills)
- **Decision Making** (positive/negative healthy options and decisions)
- **Goal Setting** (short and long term health targets, personal health and small groups)
- **Self Management** (personal health choices)
- **Advocacy** (positive promotion and modeling healthy choices)

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.
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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 5008070

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Health Education > **SubSubject:** General >
Abbreviated Title: HEALTH - GRADE 5
Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Health (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Humanities Survey (#0900300) 2022 - And Beyond

Course Standards

Name	Description
SS.912.H.1.1:	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. **Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	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. **Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. **Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. **Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures. **Clarifications:** Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.1.7:	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods.

	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
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.
VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. **Clarifications:** e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. **Clarifications:** e.g., belief system, ecology, environment, current visual culture, economy
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. **Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3:	Analyze the evolution of a music genre. **Clarifications:** e.g., jazz, blues
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to survey major creative expressions of the cultural heritage of selected civilizations through study of the arts and their connections to areas such as literature, history, philosophy, and religion. Emphasis will be on the impact of cultural heritage on contemporary society and culture.

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

- Reflection of culture through the visual and performing arts
- Influence of historical events on the development of various civilizations
- Effect of history and culture on today's societies

Special Notes:

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex

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

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General > **Abbreviated Title:** HUM SURV

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 5-9)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Humanities 1 Honors (#0900305) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.H.1.1:	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. **Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	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. **Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. **Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire. **Clarifications:** 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.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. **Clarifications:** 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.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. **Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** 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.
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General >

Abbreviated Title: HUM 1 HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Humanities 1 (to 1500) Honors (#0900310) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.C.1.2:	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. **Clarifications:** e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. **Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.2:	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. **Clarifications:** e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
MU.912.H.3.1:	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. **Clarifications:** e.g., acoustics, sound amplification, materials, mechanics
SS.912.H.1.1:	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. **Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	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. **Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. **Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire. **Clarifications:** 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.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. **Clarifications:** 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.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** 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.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2:	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
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.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.2.8:	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
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.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

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

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General > **Abbreviated Title:** HUM 1 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
Art (Elementary and Secondary Grades K-12)

Humanities 2 Honors (#0900315) 2022 - And Beyond

Course Standards

Name	Description
SS.912.H.1.1:	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. **Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	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. **Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. **Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.3.2:	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.
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art. **Clarifications:** Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** 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.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
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.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. **Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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.

General Course Information and Notes

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 and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General >

Abbreviated Title: HUM 2 HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
English (Grades 6-12)
Drama (Grades 6-12)
Art Education (Secondary Grades 7-12)
Music (Elementary and Secondary Grades K-12)
Art (Elementary and Secondary Grades K-12)

Humanities 2 (since 1500) Honors (#0900320) 2022 - And Beyond

Course Standards

Name	Description
SS.912.H.1.1:	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. **Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	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. **Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. **Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.3.2:	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.
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art. **Clarifications:** Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.C.1.2:	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. **Clarifications:** e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. **Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.2:	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. **Clarifications:** e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
TH.912.C.1.4:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. **Clarifications:** 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.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
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.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.5:	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
VA.912.C.1.6:	Identify rationale for aesthetic choices in recording visual media. **Clarifications:** e.g., two-, three-, and four-dimensional media, motion or multi-media
VA.912.C.1.8:	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
VA.912.C.3.2:	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
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.
DA.912.C.1.3:	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. **Clarifications:** e.g., journal entries, discussion
DA.912.H.2.1:	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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.2.2:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

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

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 0900320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General > **Abbreviated Title:** HUM 2 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
Art Education (Secondary Grades 7-12)
English (Grades 6-12)
Drama (Grades 6-12)
Music (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
Art (Elementary and Secondary Grades K-12)

Humanities Transfer (#0900990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0900990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Humanities > **SubSubject:** General >
Abbreviated Title: HUM TRAN
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Air Force: Aerospace Science 1 (#1800300) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.2.1:	Review causes and consequences of the Civil War. **Clarifications:** Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. **Clarifications:** Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world. **Clarifications:** 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. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy. **Clarifications:** Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

	differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 Air Force Junior Reserve Officer Training Corps (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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AERO SCI 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 2 (#1800310) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world. **Clarifications:** 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. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy. **Clarifications:** Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SC.912.E.7.3:	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
SC.912.E.7.4:	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.
SC.912.E.7.7:	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.
SC.912.L.14.6:	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.
SC.912.P.12.2:	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.
SC.912.P.12.3:	Interpret and apply Newton's three laws of motion.
SC.912.P.12.4:	Describe how the gravitational force between two objects depends on their masses and the distance between them.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >
Abbreviated Title: AF AERO SCI 2

Number of Credits: One (1) credit
Course Length: Year (Y)
Course Type: Elective Course
Course Level: 2
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 3 (#1800320) 2022 - And Beyond

Course Standards

Name	Description
SC.912.E.5.2:	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.5.4:	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.
SC.912.E.5.6:	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.5.11:	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.
SC.912.E.7.3:	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
SC.912.L.15.6:	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
SC.912.N.4.2:	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.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
SC.912.P.10.16:	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.12.4:	Describe how the gravitational force between two objects depends on their masses and the distance between them.
SC.912.P.12.5:	Apply the law of conservation of linear momentum to interactions, such as collisions between objects.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. **Clarifications:** Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies. **Clarifications:** Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. **Clarifications:** Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. **Clarifications:** Examples are standard of living, exchange rates, productivity, gross domestic product.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >
Abbreviated Title: AF AERO SCI 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 4 - Leadership Development (#1800330) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.

MA.K12.MTR.5.1:	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.G.5.2:	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AEROSCI 4 LEADDEV

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Advanced Aerospace Science (#1800340) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. **Clarifications:** Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy. **Clarifications:** Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC > **Abbreviated Title:** ADV AERO SCI

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 4 - Transportation (#1800350) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.2.1:	Review causes and consequences of the Civil War. **Clarifications:** Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. **Clarifications:** Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world. **Clarifications:** 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. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy. **Clarifications:** Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is

	evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800350

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >
Abbreviated Title: AF AERO SCI 4 TRANSP

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Air Force: Aerospace Science 4 (#1800360) 2022 - And Beyond

Course Standards

Name	Description
SC.912.E.5.2:	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.5.4:	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.
SC.912.E.5.6:	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.5.11:	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.
SC.912.E.7.3:	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
SC.912.L.15.6:	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
SC.912.N.4.2:	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.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
SC.912.P.10.16:	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.12.4:	Describe how the gravitational force between two objects depends on their masses and the distance between them.
SC.912.P.12.5:	Apply the law of conservation of linear momentum to interactions, such as collisions between objects.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800360

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: AF AERO SCI 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Leadership Education 1 (#1800400) 2022 - And Beyond

Course Standards

Name	Description
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. **Clarifications:** Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. **Clarifications:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods.

	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1800400

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

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

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >

Abbreviated Title: LEAD ED 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Leadership Education 2 (#1800410) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** 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.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health. **Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
HE.912.P.7.2:	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. **Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
HE.912.P.8.1:	Demonstrate how to influence and support others in making positive health choices. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. **Clarifications:** Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency.

MA.K12.MTR.3.1:	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SS.912.C.1.5:	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.

SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800410

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Air Force Jr ROTC >
Abbreviated Title: LEAD ED 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Military Training Transfer (#1800990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1800990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Military Training >
Abbreviated Title: MILITARY TRAN
Course Length: Not Applicable

Course Status: Draft - Course Pending Approval

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

Army: Leadership Education and Training 1 (#1801300) 2022 - And Beyond

Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1801300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Army Jr ROTC > **Abbreviated Title:** AR LEAD ED/TRAIN 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Army: Leadership Education and Training 2 (#1801310) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world. **Clarifications:** 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. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy. **Clarifications:** Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
	Propose strategies to reduce or prevent injuries and health problems.

HE.912.C.1.4:	**Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
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document which delineates performance definitions and descriptors, please click on the following link: cpalms.org/uploads/docs/standards/eld/SI.pdf

GENERAL INFORMATION

Course Number: 1801310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Army: Leadership Education and Training 3 (#1801320) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification. **Clarifications:** Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. **Clarifications:** Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.
PE.912.R.6.1:	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.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 negation 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 teachers 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1801320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Army: Leadership Education and Training 4 (#1801330) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.3.4:	Justify when professional health services or providers may be required. **Clarifications:** Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. **Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world. **Clarifications:** 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. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy. **Clarifications:** Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

	This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.
PE.912.R.6.1:	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.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	**Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 teachers 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1801330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

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

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Army Jr ROTC >

Abbreviated Title: AR LEAD ED/TRAIN 4

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 1 (#1802300) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.2.1:	Review causes and consequences of the Civil War. **Clarifications:** Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. **Clarifications:** Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.
PE.912.R.6.1:	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.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1802300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 2 (#1802310) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SC.912.E.5.2:	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.6.4:	Analyze how specific geologic processes and features are expressed in Florida and elsewhere.
SC.912.E.6.5:	Describe the geologic development of the present day oceans and identify commonly found features.

SC.912.E.7.2:	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.L.17.2:	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
SC.912.L.17.3:	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1802310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Navy Jr ROTC > **Abbreviated Title:** NAVAL SCI 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 3 (#1802320) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. **Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania,* the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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. **Clarifications:** Examples are thematic, contour, and dot-density.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SC.912.E.6.5:	Describe the geologic development of the present day oceans and identify commonly found features.
SC.912.E.7.2:	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.7.4:	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

SC.912.E.7.7:	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.
SC.912.L.17.2:	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
SC.912.L.17.3:	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
SC.912.P.10.1:	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1802320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Naval Science 4 (#1802330) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:	• Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1802330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Navy Jr ROTC >

Abbreviated Title: NAVAL SCI 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 1 (#1803300) 2022 - And Beyond

Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 Junior Reserve Officer Training 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1803300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC > **Abbreviated Title:** MC LEAD ED 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 2 (#1803310) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people. **Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.6.4:	Formulate an effective long-term personal health plan. **Clarifications:** 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. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 Junior Reserve Officer Training 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1803310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC > **Abbreviated Title:** MC LEAD ED 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 3 (#1803320) 2022 - And Beyond

Course Standards

Name	Description
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people. **Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.

	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** 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.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** 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. **Clarifications:** 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. **Clarifications:** 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.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 Junior Reserve Officer Training 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1803320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC >
Abbreviated Title: MC LEAD ED 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Marine Corps: Leadership Education 4 (#1803330) 2022 - And Beyond

Course Standards

Name	Description
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. **Clarifications:** Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **Clarifications:** Validate other's opinions, use direct statement, use active statement, and offer alternatives.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** 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. **Clarifications:** Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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. **Clarifications:** 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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on

	the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. **Clarifications:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
PE.912.L.4.1:	Design a personal fitness program. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 Junior Reserve Officer Training 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1803330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Marine Corps Jr ROTC >

Abbreviated Title: MC LEAD ED 4

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Leadership Skills Development (#2400300) 2022 - And Beyond

Course Standards

Name	Description
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. **Clarifications:** *Clarification 1*: There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. **Clarifications:** Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. **Clarifications:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. **Clarifications:** Interpersonal, financial, environmental factors, and accessibility of health information.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. **Clarifications:** 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.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Leadership Skills Development > **SubSubject:** General >

Abbreviated Title: LEAD SKLS DEV

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

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

Leadership Techniques Honors (#2400310) 2022 - And Beyond

Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. **Clarifications:** Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.1.5:	Compare different forms of business organizations. **Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.2.2:	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.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. **Clarifications:** Examples are electric, water, cable, waste management.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. **Clarifications:** *Clarification 1*: See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough

	to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. **Clarifications:** 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.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience. **Clarifications:** Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.
G.K12.6.2.1a:	**Independence - Know**: Recognize the need to set goals for assigned tasks.
G.K12.6.2.1b:	**Independence - Understand**: Systematically approach setting and modifying goals with support from teachers and/or peers.
G.K12.6.2.1d:	**Independence - Accomplish**: Incorporate a system of goal-setting as a lifelong learner.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.

General Course Information and Notes

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, data collection for project needs, evaluation of community organizations, purpose of local government,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

Special Note

When this course is used to satisfy the high school character education requirement of s. 1003.42(2)(s), Florida Statute, the following topics must be included:

- Leadership skills
- Interpersonal skills
- Research skills
- Organization skills
- Creating a résumé
- Employment interview skills
- Conflict resolution
- Workplace ethics
- Workplace law
- Stress management
- Resilience and self-motivation
- Local government purposes
- Structures of community organizations

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Leadership Skills Development > **SubSubject:** General >

Abbreviated Title: LEAD TECNQS HONORS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

Leadership Strategies Honors (#2400320) 2022 - And Beyond

Course Standards

Name	Description
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. **Clarifications:** *Clarification 1*: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.E.1.5:	Compare different forms of business organizations. **Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.2.2:	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.
SS.912.P.19.5:	Identify ways to promote mental health and physical fitness.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.
	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
	Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. **Clarifications:** 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.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** 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.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message. **Clarifications:** 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.
HE.912.P.8.3:	Work cooperatively as an advocate for improving personal, family, and community health. **Clarifications:** 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.
DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
G.K12.6.3.1d:	**Communication - Accomplish**: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide formative opportunities to build on skills acquired in the *Leadership Techniques* course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, data collection for project needs, evaluation of community organizations, purpose of local government, community service and personal and civic responsibility.

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

- effective project planning, execution and management
- techniques for the successful advocacy of proposed public policy changes
- mastery of organizational theories and management techniques and strategies
- analysis of community organizations' impact on the community as a whole
- construction of surveys to gather data for community needs
- analysis of survey data

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

This course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Leadership Skills Development > **SubSubject:** General >

Abbreviated Title: LEAD STRATS HONORS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

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

Approaches to Leadership Honors (#2400330) 2022 - And Beyond

Course Standards

MA.912.DP.5.12 - Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.

Name	Description
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. **Clarifications:** *Clarification 1*: See Writing Types and Elaborative Techniques. *Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. **Clarifications:** *Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. *Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. **Clarifications:** *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. **Clarifications:** *Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.C.1.5:	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.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** 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.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5:	Conduct a service project to further the public good. **Clarifications:** Examples are school, community, state, national, international.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. **Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.E.2.2:	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.
SS.912.P.19.5:	Identify ways to promote mental health and physical fitness.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
G.K12.6.3.1c:	**Communication - Perform**: Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. **Clarifications:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

GENERAL NOTES

This course facilitates summative application of leadership skills formed in *Leadership Strategies*, emphasizing organizational management, goal-setting, communication with

varied audiences, peer mediation, citizenship, data collections and analysis, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection.

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

- study in self-reflection
- continued development in such areas as goal setting, self-actualization, and assertiveness
- practice of organizational theories and management
- evaluating the needs of local community
- supporting the connection along local governmental agencies

This course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2400330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

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

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Leadership Skills Development > **SubSubject:** General >

Abbreviated Title: APPROACH LEADER HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

M/J Library Skills/Information Literacy (MC) (#1100000) 2022 - And Beyond

Course Standards

Name	Description
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. **Clarifications:** e.g., convey depth, scale
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. **Clarifications:** e.g., from history, environment, literary works
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Clarifications:** e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others.

MA.K12.MTR.4.1:	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:**

	See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.68.F.3.2:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.

General Course Information and Notes

GENERAL NOTES

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

Special Note: This course may be repeated utilizing the grade level appropriate benchmarks.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1100000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Library Media > **SubSubject:** General >
Abbreviated Title: M/J LIB SKLS/IL (MC)
Course Length: Year (Y)
Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

M/J Library/Media Transfer (#1100220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 1100220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Library Media > **SubSubject:** General >

Abbreviated Title: M/J LIBR/MEDIA TRAN

Course Length: Year (Y)

Course Type: Transfer Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Library/Media Transfer (#1100990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1100990

Course Type: Transfer Course

Course Status: Draft - Course Pending Approval

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

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Library Media > **SubSubject:** General >

Abbreviated Title: LIB/MED TRAN

Course Length: Not Applicable

Algebra 1 (#1200310) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.4:	Divide a polynomial expression by a monomial expression with rational number coefficients. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.7:	Rewrite a polynomial expression as a product of polynomials over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.2:	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.
MA.912.AR.2.3:	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same. *Clarification 2:* Instruction includes representing a line with a pair of points on the coordinate plane or with an equation. *Clarification 3:* Problems include cases where one variable has a coefficient of zero.
MA.912.AR.2.4:	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes cases where one variable has a coefficient of zero. *Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.6:	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.
	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-

	world context.
MA.912.AR.2.7:	**Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.2.8:	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.3.1:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions. *Clarification 2:* Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.4:	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an x-intercept.
MA.912.AR.3.5:	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.
MA.912.AR.3.6:	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.
MA.912.AR.3.7:	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. *Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.4.1:	Given a mathematical or real-world context, write and solve one-variable absolute value equations.
MA.912.AR.4.3:	Given a table, equation or written description of an absolute value function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.9.1:	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.
MA.912.AR.9.4:	Graph the solution set of a system of two-variable linear inequalities. **Clarifications:** *Clarification 1:* Instruction includes cases where one variable has a coefficient of zero. *Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x, f(x) = x^2, f(x) = x^3, f(x) = \sqrt{x}, f(x) = \sqrt[3]{x}, f(x) = \lvert x \rvert, f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

MA.912.F.1.5:	**Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. *Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$,$kf(x)$, $f(kx)$ and $f(x+k)$ for specific values of k. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for k.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.4:	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

All clarifications stated, whether general or specific to Algebra I, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >

Abbreviated Title: ALG 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Algebra 1

Educator Certifications

Middle Grades Mathematics (Middle Grades 5-9)
Mathematics (Grades 6-12)

Equivalent Courses

1200310-Algebra 1 Equivalency start year: 2018
1200320-Algebra 1 Honors Equivalency start year: 2014
1209810-Cambridge Pre-AICE Mathematics 1 IGCSE Level Equivalency start year: 2014
1200390-International Baccalaureate Mid Yrs Prog Algebra 1 Equivalency start year: 2014

Algebra 1 for Credit Recovery (#1200315) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.4:	Divide a polynomial expression by a monomial expression with rational number coefficients. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.7:	Rewrite a polynomial expression as a product of polynomials over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.2:	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.
MA.912.AR.2.3:	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same. *Clarification 2:* Instruction includes representing a line with a pair of points on the coordinate plane or with an equation. *Clarification 3:* Problems include cases where one variable has a coefficient of zero.
MA.912.AR.2.4:	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes cases where one variable has a coefficient of zero. *Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.6:	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.
	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-

	world context.
MA.912.AR.2.7:	**Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.2.8:	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.3.1:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions. *Clarification 2:* Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.4:	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an x-intercept.
MA.912.AR.3.5:	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.
MA.912.AR.3.6:	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.
MA.912.AR.3.7:	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. *Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.4.1:	Given a mathematical or real-world context, write and solve one-variable absolute value equations.
MA.912.AR.4.3:	Given a table, equation or written description of an absolute value function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.9.1:	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.
MA.912.AR.9.4:	Graph the solution set of a system of two-variable linear inequalities. **Clarifications:** *Clarification 1:* Instruction includes cases where one variable has a coefficient of zero. *Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x, f(x) = x^2, f(x) = x^3, f(x) = \sqrt{x}, f(x) = \sqrt[3]{x}, f(x) = \lvert x \rvert, f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

MA.912.F.1.5:	**Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. *Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for *k*.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.4:	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	**Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course is exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

All clarifications stated, whether general or specific to Algebra I, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200315

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

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

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >

Abbreviated Title: ALG 1 CR

Course Length: Credit Recovery (R)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Algebra 1 Honors (#1200320) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.4:	Divide a polynomial expression by a monomial expression with rational number coefficients. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.7:	Rewrite a polynomial expression as a product of polynomials over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.2:	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.
MA.912.AR.2.3:	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same. *Clarification 2:* Instruction includes representing a line with a pair of points on the coordinate plane or with an equation. *Clarification 3:* Problems include cases where one variable has a coefficient of zero.
MA.912.AR.2.4:	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes cases where one variable has a coefficient of zero. *Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.6:	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.
	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-

	world context.
MA.912.AR.2.7:	**Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.2.8:	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.3.1:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions. *Clarification 2:* Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.4:	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an x-intercept.
MA.912.AR.3.5:	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.
MA.912.AR.3.6:	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.
MA.912.AR.3.7:	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. *Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.4.1:	Given a mathematical or real-world context, write and solve one-variable absolute value equations.
MA.912.AR.4.2:	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.
MA.912.AR.4.3:	Given a table, equation or written description of an absolute value function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.9.1:	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.
MA.912.AR.9.4:	Graph the solution set of a system of two-variable linear inequalities. **Clarifications:** *Clarification 1:* Instruction includes cases where one variable has a coefficient of zero. *Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.5:	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, instruction includes determining the number of positive and negative residuals; the largest and smallest residuals; and the connection between outliers in the data set and the corresponding residuals.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.DP.3.2:	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. **Clarifications:** *Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table. *Clarification 2:* Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.
MA.912.DP.3.3:	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context. **Clarifications:** *Clarification 1:* Instruction includes problems involving false positive and false negatives.
	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:**

MA.912.F.1.1:	*Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=\lvert x\rvert, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.F.1.5:	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. *Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for *k*.
MA.912.F.2.3:	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.
MA.912.F.3.1:	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Algebra 1 Honors course, notations for domain and range are limited to inequality and set-builder.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.4:	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

All clarifications stated, whether general or specific to Algebra I Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >
Abbreviated Title: ALG 1 HONORS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Algebra 1

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Equivalent Courses

1200310-Algebra 1 Equivalency start year: 2014
1200386-Pre-Advanced Placement Algebra 1 Equivalency start year: 2018

Algebra 2 (#1200330) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.5:	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.
MA.912.AR.1.6:	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.
MA.912.AR.1.8:	Rewrite a polynomial expression as a product of polynomials over the real or complex number system. **Clarifications:** *Clarification 1:* Instruction includes factoring a sum or difference of squares and a sum or difference of cubes.
MA.912.AR.1.9:	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. **Clarifications:** *Clarification 1*: Instruction includes the connection to fractions and common denominators.
MA.912.AR.3.2:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems. **Clarifications:** *Clarification 1*: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.3:	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2:* Instruction includes the use of standard form and vertex form.
MA.912.AR.3.4:	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an x-intercept.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.3.9:	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.
MA.912.AR.3.10:	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality. **Clarifications:** *Clarification 1*: Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.
MA.912.AR.4.2:	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.
	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine

	constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.4.4:	
MA.912.AR.5.2:	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.
MA.912.AR.5.5:	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.8:	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.5.9:	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.6.1:	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.
MA.912.AR.6.5:	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.
MA.912.AR.7.1:	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.
MA.912.AR.7.2:	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.7.3:	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.8.1:	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.8.2:	Given a table, equation or written description of a rational function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.

MA.912.AR.8.3:	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes using rational functions to represent inverse proportional relationships. *Clarification 4*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.9.2:	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.
MA.912.AR.9.3:	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, non-linear equations are limited to quadratic equations.
MA.912.AR.9.5:	Graph the solution set of a system of two-variable inequalities. **Clarifications:** *Clarification 1:* Within the Algebra 2 course, two-variable inequalities are limited to linear and quadratic.
MA.912.AR.9.7:	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as non-linear equations or non-linear inequalities. *Clarification 2*: Within the Algebra 2 course, non-linear equations and inequalities are limited to quadratic.
MA.912.DP.2.8:	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology. *Clarification 2*: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit. *Clarification 3*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=\lvert x\rvert, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.
MA.912.F.1.7:	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features include domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.
MA.912.F.1.9:	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.
MA.912.F.2.2:	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.
MA.912.F.2.3:	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.
MA.912.F.2.5:	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the ??- or ??-values or multiplying the ??- or ??-values by a real number.
MA.912.F.3.2:	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

MA.912.F.3.4:	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.
MA.912.F.3.6:	Determine whether an inverse function exists by analyzing tables, graphs and equations.
MA.912.F.3.7:	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other. **Clarifications:** *Clarification 1*: Instruction includes the understanding that a logarithmic function is the inverse of an exponential function.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. **Clarifications:** *Clarification 1*: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.NSO.1.3:	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.
MA.912.NSO.1.5:	Add, subtract, multiply and divide algebraic expressions involving radicals. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.
MA.912.NSO.1.6:	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.912.NSO.1.7:	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.912.NSO.2.1:	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

	• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

All clarifications stated, whether general or specific to Algebra 2, are expectations for instruction of that benchmark

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra > **Abbreviated Title:** ALG 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Algebra 2 Honors (#1200340) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.5:	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.
MA.912.AR.1.6:	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.
MA.912.AR.1.8:	Rewrite a polynomial expression as a product of polynomials over the real or complex number system. **Clarifications:** *Clarification 1:* Instruction includes factoring a sum or difference of squares and a sum or difference of cubes.
MA.912.AR.1.9:	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. **Clarifications:** *Clarification 1*: Instruction includes the connection to fractions and common denominators.
MA.912.AR.1.11:	Apply the Binomial Theorem to create equivalent polynomial expressions. **Clarifications:** *Clarification 1*: Instruction includes the connection to Pascal's Triangle and to combinations.
MA.912.AR.3.2:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems. **Clarifications:** *Clarification 1*: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.3:	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2:* Instruction includes the use of standard form and vertex form.
MA.912.AR.3.4:	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an x-intercept.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.3.9:	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.
MA.912.AR.3.10:	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality. **Clarifications:**

	Clarification 1: Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.
MA.912.AR.4.2:	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.
MA.912.AR.4.4:	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.5.2:	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.
MA.912.AR.5.5:	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.8:	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.5.9:	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.6.1:	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.
MA.912.AR.6.2:	Explain and apply the Remainder Theorem to solve mathematical and real-world problems.
MA.912.AR.6.5:	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.
MA.912.AR.7.1:	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.
MA.912.AR.7.2:	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.7.3:	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.8.1:	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
	Given a table, equation or written description of a rational function, graph that function and determine its key features. **Clarifications:**

MA.912.AR.8.2:	*Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.8.3:	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes using rational functions to represent inverse proportional relationships. *Clarification 4*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.9.2:	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.
MA.912.AR.9.3:	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, non-linear equations are limited to quadratic equations.
MA.912.AR.9.5:	Graph the solution set of a system of two-variable inequalities. **Clarifications:** *Clarification 1:* Within the Algebra 2 course, two-variable inequalities are limited to linear and quadratic.
MA.912.AR.9.7:	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as non-linear equations or non-linear inequalities. *Clarification 2*: Within the Algebra 2 course, non-linear equations and inequalities are limited to quadratic.
MA.912.AR.9.10:	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts, asymptotes and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.10.1:	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.
MA.912.AR.10.2:	Given a mathematical or real-world context, write and solve problems involving geometric sequences.
MA.912.DP.2.8:	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology. *Clarification 2*: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit. *Clarification 3*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.4.1:	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.
MA.912.DP.4.2:	Determine if events A and B are independent by calculating the product of their probabilities.
MA.912.DP.4.3:	Calculate the conditional probability of two events and interpret the result in terms of its context.
MA.912.DP.4.4:	Interpret the independence of two events using conditional probability.
MA.912.DP.4.9:	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.
MA.912.DP.4.10:	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=\lvert x\rvert, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.

MA.912.F.1.7:	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features include domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.
MA.912.F.1.9:	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.
MA.912.F.2.2:	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.
MA.912.F.2.3:	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.
MA.912.F.2.5:	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the ??- or ??-values or multiplying the ??- or ??-values by a real number.
MA.912.F.3.2:	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.F.3.4:	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.
MA.912.F.3.6:	Determine whether an inverse function exists by analyzing tables, graphs and equations.
MA.912.F.3.7:	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other. **Clarifications:** *Clarification 1*: Instruction includes the understanding that a logarithmic function is the inverse of an exponential function.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. **Clarifications:** *Clarification 1*: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.NSO.1.3:	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.
MA.912.NSO.1.5:	Add, subtract, multiply and divide algebraic expressions involving radicals. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.
MA.912.NSO.1.6:	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.912.NSO.1.7:	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.912.NSO.2.1:	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.
MA.912.NSO.4.1:	Given a mathematical or real-world context, represent and manipulate data using matrices.
MA.912.NSO.4.2:	Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices.
MA.912.NSO.4.3:	Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices. **Clarifications:** *Clarification 1:* Instruction includes identifying and using the additive and multiplicative identities for matrices.
MA.912.NSO.4.4:	Solve mathematical and real-world problems using the inverse and determinant of matrices.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5)building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

All clarifications stated, whether general or specific to Algebra 2 Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >

Abbreviated Title: ALG 2 H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Algebra 1-A (#1200370) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.2:	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.
MA.912.AR.2.3:	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same. *Clarification 2:* Instruction includes representing a line with a pair of points on the coordinate plane or with an equation. *Clarification 3:* Problems include cases where one variable has a coefficient of zero.
MA.912.AR.2.4:	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes cases where one variable has a coefficient of zero. *Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.6:	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.
MA.912.AR.2.7:	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.2.8:	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.4.1:	Given a mathematical or real-world context, write and solve one-variable absolute value equations.

MA.912.AR.4.3:	Given a table, equation or written description of an absolute value function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.9.1:	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.
MA.912.AR.9.4:	Graph the solution set of a system of two-variable linear inequalities. **Clarifications:** *Clarification 1:* Instruction includes cases where one variable has a coefficient of zero. *Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=\lvert x\rvert, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.F.1.5:	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for *k*.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

MA.912.FL.3.4:

Clarifications:
Clarification 1: Within the Algebra 1 course, exponential growth is limited to compound interest.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.

	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

All clarifications stated, whether general or specific to Algebra I-A, are expectations for instruction of that benchmark. Please note that all clarifications that address Algebra 1 also should be addressed within Algebra 1-A.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200370

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >

Abbreviated Title: ALG 1-A

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Algebra 1-B (#1200380) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.4:	Divide a polynomial expression by a monomial expression with rational number coefficients. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.7:	Rewrite a polynomial expression as a product of polynomials over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.
MA.912.AR.3.1:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions. *Clarification 2:* Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.4:	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an x-intercept.
MA.912.AR.3.5:	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.
MA.912.AR.3.6:	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.
MA.912.AR.3.7:	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. *Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.
MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x, f(x) = x^2, f(x) = x^3, f(x) = \sqrt{x}, f(x) = \sqrt[3]{x}, f(x) = \lvert x \rvert, f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically.

	Clarification 3: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for *k*.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.4:	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Algebra 1-B, instructional time will emphasize four areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variables and (4) building functions, identifying their key features and representing them in various ways.

All clarifications stated, whether general or specific to Algebra I-B, are expectations for instruction of that benchmark. Please note that all clarifications that address Algebra 1 also should be addressed within Algebra 1-B.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1200380

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

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

Graduation Requirement: Algebra 1

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >

Abbreviated Title: ALG 1-B

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)

Middle Grades Mathematics (Middle Grades 5-9)

Equivalent Courses

1200386-Pre-Advanced Placement Algebra 1
Equivalency start year: 2018

Mathematics for Data and Financial Literacy (#1200387) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.9.10:	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts, asymptotes and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.10.1:	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.
MA.912.AR.10.2:	Given a mathematical or real-world context, write and solve problems involving geometric sequences.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.

MA.912.DP.3.2:	**Clarifications:** *Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table. *Clarification 2*: Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.
MA.912.DP.3.3:	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context. **Clarifications:** *Clarification 1:* Instruction includes problems involving false positive and false negatives.
MA.912.DP.5.11:	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. **Clarifications:** *Clarification 1*: Instruction includes determining whether or not data displays could be misleading.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.3.2:	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.FL.1.1:	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. **Clarifications:** *Clarification 1*: Problems include discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.1.3:	Solve real-world problems involving weighted averages using spreadsheets and other technology.
MA.912.FL.2.1:	Given assets and liabilities, calculate net worth using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes net worth for a business and for an individual. *Clarification 2*: Instruction includes understanding the difference between a capital asset and a liquid asset. *Clarification 3*: Instruction includes displaying net worth over time in a table or graph.
MA.912.FL.2.2:	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes the connection to data. *Clarification 2*: Instruction includes displaying profits and costs over time in a table or graph and using the graph to predict profits. *Clarification 3*: Problems include maximizing profits, maximizing revenues and minimizing costs.
MA.912.FL.2.4:	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates. **Clarifications:** *Clarification 1*: Instruction includes taking into account various fees, such as conversion fee, foreign transaction fee and dynamic concurrency conversion fee.
MA.912.FL.2.5:	Develop budgets that fit within various incomes using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes budgets for a business and for an individual. *Clarification 2*: Instruction includes taking into account various cash management strategies, such as checking and savings accounts, and how inflation may affect these strategies.
MA.912.FL.2.6:	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes understanding the difference between standardized deductions and itemized deductions. *Clarification 2*: Instruction includes the connection to piecewise linear functions with slopes relating to the marginal tax rates.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. **Clarifications:** *Clarification 1*: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.5:	Compare the advantages and disadvantages of using cash versus personal financing options. **Clarifications:** *Clarification 1*: Instruction includes advantages and disadvantages for a business and for an individual. *Clarification 2*: Personal financing options include debit cards, credit cards, installment plans and loans.
	Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology.

MA.912.FL.3.6:	**Clarifications:** *Clarification 1*: Instruction includes how annual percentage rate (APR) and periodic rate are calculated per month and the connection between the two percentages.
MA.912.FL.3.7:	Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes students researching the latest information on different student loan options. *Clarification 2*: Instruction includes comparing subsidized (Stafford), unsubsidized, direct unsubsidized and PLUS loans. *Clarification 3*: Instruction includes considering different repayment plans, including deferred payments and forbearance. *Clarification 4*: Instruction includes how interest on student loans may affect one's income taxes.
MA.912.FL.3.8:	Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees. **Clarifications:** *Clarification 1*: Instruction includes how interest on loans may affect one's income taxes.
MA.912.FL.3.9:	Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes understanding various considerations that qualify a buyer for a loan, such as Debt-to-Income ratio. *Clarification 2*: Fees include discount prices, origination fee, maximum brokerage fee on a net or gross loan, documentary stamps and prorated expenses. *Clarification 3*: Instruction includes a cost comparison between a higher interest rate and fewer mortgage points versus a lower interest rate and more mortgage points. *Clarification 4*: Instruction includes a cost comparison between the length of the mortgage loan, such as 30-year versus 15-year. Clarification 5: Instruction includes adjustable rate loans, tax implications and equity for mortgages.
MA.912.FL.3.10:	Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power. **Clarifications:** *Clarification 1*: Instruction includes how each of the following categories affects a credit score: past payment history, amount of debt, public records information, length of credit history and the number of recent credit inquiries. *Clarification 2*: Instruction includes how a credit score affects qualification and interest rate for a home mortgage.
MA.912.FL.3.11:	Given a real-world scenario, establish a plan to pay off debt. **Clarifications:** *Clarification 1*: Instruction includes the comparison of different plans to pay off the debt. *Clarification 2*: Instruction includes pay off plans for a business and for an individual.
MA.912.FL.4.1:	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Insurances include medical, car, homeowners, life and rental car. *Clarification 2*: Instruction includes types of insurance for a business and for an individual.
MA.912.FL.4.3:	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes weighing options based on salary and retirement plans from different potential employers. *Clarification 2*: Instruction includes understanding the need to build one's own retirement plan when starting a business.
MA.912.FL.4.4:	Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes students researching the latest information on different retirement options. *Clarification 2*: Instruction includes the understanding of the relationship between salaries and retirement plans. *Clarification 3*: Instruction includes retirement plans from the perspective of a business and of an individual. *Clarification 4*: Instruction includes the comparison of different types of retirement plans, including IRAs, pensions and annuities.
MA.912.FL.4.5:	Compare different ways that portfolios can be diversified in investments. **Clarifications:** *Clarification 1*: Instruction includes diversifying a portfolio with different types of stock and diversifying a portfolio by including both stocks and bonds.
MA.912.FL.4.6:	Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals.

*Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.

MA.912.NSO.1.2: Generate equivalent algebraic expressions using the properties of exponents.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

All clarifications stated, whether general or specific to Mathematics for Data and Financial Literacy, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200387

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Mathematical Studies/Applications > **Abbreviated Title:** MATH DATA & FIN LIT

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Mathematics for Data and Financial Literacy Honors (#1200388) 2022 - And Beyond (current)

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.9.10:	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts, asymptotes and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.10.1:	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.
MA.912.AR.10.2:	Given a mathematical or real-world context, write and solve problems involving geometric sequences.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.8:	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology. *Clarification 2*: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit. *Clarification 3*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.DP.3.2:	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. **Clarifications:** *Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table. *Clarification 2:* Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.
MA.912.DP.3.3:	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context. **Clarifications:** *Clarification 1:* Instruction includes problems involving false positive and false negatives.
MA.912.DP.3.4:	Given a relative frequency table, construct and interpret a segmented bar graph.
MA.912.DP.5.11:	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. **Clarifications:** *Clarification 1*: Instruction includes determining whether or not data displays could be misleading.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.3.2:	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.FL.1.1:	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. **Clarifications:** *Clarification 1*: Problems include discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.1.3:	Solve real-world problems involving weighted averages using spreadsheets and other technology.
MA.912.FL.2.1:	Given assets and liabilities, calculate net worth using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes net worth for a business and for an individual. *Clarification 2*: Instruction includes understanding the difference between a capital asset and a liquid asset. *Clarification 3*: Instruction includes displaying net worth over time in a table or graph.
MA.912.FL.2.2:	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes the connection to data. *Clarification 2*: Instruction includes displaying profits and costs over time in a table or graph and using the graph to predict profits. *Clarification 3*: Problems include maximizing profits, maximizing revenues and minimizing costs.
	Explain how consumer price index (CPI), gross domestic product (GDP), stock indices, unemployment rate and trade deficit are calculated. Interpret their value in terms of the context.

MA.912.FL.2.3:	**Clarifications:** *Clarification 1*: Instruction includes the understanding that quantities are based on data and may include measurement error.
MA.912.FL.2.4:	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates. **Clarifications:** *Clarification 1*: Instruction includes taking into account various fees, such as conversion fee, foreign transaction fee and dynamic concurrency conversion fee.
MA.912.FL.2.5:	Develop budgets that fit within various incomes using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes budgets for a business and for an individual. *Clarification 2*: Instruction includes taking into account various cash management strategies, such as checking and savings accounts, and how inflation may affect these strategies.
MA.912.FL.2.6:	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes understanding the difference between standardized deductions and itemized deductions. *Clarification 2*: Instruction includes the connection to piecewise linear functions with slopes relating to the marginal tax rates.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. **Clarifications:** *Clarification 1*: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.3:	Solve real-world problems involving present value and future value of money
MA.912.FL.3.5:	Compare the advantages and disadvantages of using cash versus personal financing options. **Clarifications:** *Clarification 1*: Instruction includes advantages and disadvantages for a business and for an individual. *Clarification 2*: Personal financing options include debit cards, credit cards, installment plans and loans.
MA.912.FL.3.6:	Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes how annual percentage rate (APR) and periodic rate are calculated per month and the connection between the two percentages.
MA.912.FL.3.7:	Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes students researching the latest information on different student loan options. *Clarification 2*: Instruction includes comparing subsidized (Stafford), unsubsidized, direct unsubsidized and PLUS loans. *Clarification 3*: Instruction includes considering different repayment plans, including deferred payments and forbearance. *Clarification 4*: Instruction includes how interest on student loans may affect one's income taxes.
MA.912.FL.3.8:	Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees. **Clarifications:** *Clarification 1*: Instruction includes how interest on loans may affect one's income taxes.
MA.912.FL.3.9:	Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes understanding various considerations that qualify a buyer for a loan, such as Debt-to-Income ratio. *Clarification 2*: Fees include discount prices, origination fee, maximum brokerage fee on a net or gross loan, documentary stamps and prorated expenses. *Clarification 3*: Instruction includes a cost comparison between a higher interest rate and fewer mortgage points versus a lower interest rate and more mortgage points. *Clarification 4*: Instruction includes a cost comparison between the length of the mortgage loan, such as 30-year versus 15-year. Clarification 5: Instruction includes adjustable rate loans, tax implications and equity for mortgages.
MA.912.FL.3.10:	Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power. **Clarifications:** *Clarification 1*: Instruction includes how each of the following categories affects a credit score: past payment history, amount of debt, public records information, length of credit history and the number of recent credit inquiries. *Clarification 2*: Instruction includes how a credit score affects qualification and interest rate for a home mortgage.
MA.912.FL.3.11:	Given a real-world scenario, establish a plan to pay off debt. **Clarifications:** *Clarification 1*: Instruction includes the comparison of different plans to pay off the debt. *Clarification 2*: Instruction includes pay off plans for a business and for an individual.

MA.912.FL.4.1:	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Insurances include medical, car, homeowners, life and rental car. *Clarification 2*: Instruction includes types of insurance for a business and for an individual.
MA.912.FL.4.2:	Compare the advantages and disadvantages for adding on a one-time warranty to a purchase using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Warranties include protection plans from stores, car warranty and home protection plans. *Clarification 2*: Instruction includes types of warranties for a business and for an individual. *Clarification 3*: Instruction includes taking into consideration the risk of utilizing or not utilizing a one-time warranty on one or multiple purchases.
MA.912.FL.4.3:	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes weighing options based on salary and retirement plans from different potential employers. *Clarification 2*: Instruction includes understanding the need to build one's own retirement plan when starting a business.
MA.912.FL.4.4:	Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology. **Clarifications:** *Clarification 1*: Instruction includes students researching the latest information on different retirement options. *Clarification 2*: Instruction includes the understanding of the relationship between salaries and retirement plans. *Clarification 3*: Instruction includes retirement plans from the perspective of a business and of an individual. *Clarification 4*: Instruction includes the comparison of different types of retirement plans, including IRAs, pensions and annuities.
MA.912.FL.4.5:	Compare different ways that portfolios can be diversified in investments. **Clarifications:** *Clarification 1*: Instruction includes diversifying a portfolio with different types of stock and diversifying a portfolio by including both stocks and bonds.
MA.912.FL.4.6:	Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.6:	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.912.NSO.1.7:	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	• Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

All clarifications stated, whether general or specific to Mathematics for Data and Financial Literacy Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200388

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Mathematical Studies/Applications >

Abbreviated Title: MATH DATA & FIN LIT H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Foundational Skills in Mathematics 9-12 (#1200400) 2022 - And Beyond

Course Standards

Name	Description
MA.4.NSO.2.1:	Recall multiplication facts with factors up to 12 and related division facts with automaticity.
MA.5.GR.1.1:	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category. **Clarifications:** *Clarification 1:* Triangles include scalene, isosceles, equilateral, acute, obtuse and right; quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.
MA.5.GR.1.2:	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres. **Clarifications:** *Clarification 1:* Defining attributes include the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.
MA.5.GR.2.1:	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas. **Clarifications:** *Clarification 1:* Instruction includes finding the area of a rectangle with fractional side lengths by tiling it with squares having unit fraction side lengths and showing that the area is the same as would be found by multiplying the side lengths. *Clarification 2:* Responses include the appropriate units in word form.
MA.6.AR.1.3:	Evaluate algebraic expressions using substitution and order of operations. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to perform all operations with integers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.3.5:	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. **Clarifications:** *Clarification 1:* Instruction includes the use of tables, tape diagrams and number lines.
MA.6.DP.1.2:	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range. **Clarifications:** *Clarification 1:* Numerical data is limited to positive rational numbers.
MA.6.GR.1.3:	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle. **Clarifications:** *Clarification 1:* Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle. *Clarification 2:* Problems involving rectangles are limited to cases where the sides are parallel to the axes.
MA.6.GR.2.2:	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles. **Clarifications:** *Clarification 1:* Problem types include finding area of composite shapes and determining missing dimensions. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a rectangle and triangle. *Clarification 3:* Dimensions are limited to positive rational numbers.
MA.6.NSO.1.1:	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). *Clarification 2:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.6.NSO.4.1:	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then p-q=p+(-q) and p+q=p-(-q).
	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.

MA.6.NSO.4.2:	**Clarifications:** *Clarification 1:* Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where q≠0, then $-\left(\frac{p}{q}\right)=\frac{-p}{q}$, $-\left(\frac{p}{q}\right)=\frac{p}{-q}$ and $\frac{p}{q}=\frac{-p}{-q}$.
MA.7.AR.3.3:	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.
MA.7.AR.4.5:	Solve real-world problems involving proportional relationships.
MA.7.DP.1.2:	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots. *Clarification 2:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.5:	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, bar charts, circle graphs, line plots, box plots and stem-and-leaf plots.
MA.7.DP.2.4:	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetitions increases experimental probabilities will typically better approximate the theoretical probabilities. *Clarification 3:* Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.NSO.1.2:	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.
MA.7.NSO.2.2:	Add, subtract, multiply and divide rational numbers with procedural fluency.
MA.7.NSO.2.3:	Solve real-world problems involving any of the four operations with rational numbers. **Clarifications:** *Clarification 1:* Instruction includes using one or more operations to solve problems.
MA.8.AR.1.2:	Apply properties of operations to multiply two linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Problems are limited to products where at least one of the factors is a monomial. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.8.AR.1.3:	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.8.DP.2.3:	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability. **Clarifications:** *Clarification 1:* Instruction includes making connections to proportional relationships and representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.NSO.1.1:	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. **Clarifications:** *Clarification 1:* Instruction includes the use of number line and rational number approximations, and recognizing pi (π) as an irrational number. *Clarification 2:* Within this benchmark, the expectation is to approximate numerical expressions involving one arithmetic operation and estimating square roots or pi (π).
MA.8.NSO.1.2:	Plot, order and compare rational and irrational numbers, represented in various forms. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to work with the number e. *Clarification 2:* Within this benchmark, the expectation is to plot, order and compare square roots and cube roots. *Clarification 3:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.8.NSO.1.7:	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps. *Clarification 2:* Within this benchmark, the expectation is to simplify radicals by factoring square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables.

	Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1: I*nstruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.4:	Divide a polynomial expression by a monomial expression with rational number coefficients. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.5:	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.
MA.912.AR.1.7:	Rewrite a polynomial expression as a product of polynomials over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.
MA.912.AR.1.9:	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. **Clarifications:** *Clarification 1*: Instruction includes the connection to fractions and common denominators.
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.2:	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.
MA.912.AR.2.3:	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same. *Clarification 2:* Instruction includes representing a line with a pair of points on the coordinate plane or with an equation. *Clarification 3:* Problems include cases where one variable has a coefficient of zero.
MA.912.AR.2.4:	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes cases where one variable has a coefficient of zero. *Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.6:	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.
MA.912.AR.2.7:	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.2.8:	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.

	Clarification 2: Instruction includes cases where one variable has a coefficient of zero.
MA.912.AR.3.1:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions. *Clarification 2:* Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.2:	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems. **Clarifications:** *Clarification 1*: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.
MA.912.AR.3.5:	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.
MA.912.AR.3.6:	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.
MA.912.AR.3.7:	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. *Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.3.9:	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description. **Clarifications:** *Clarification 1:* Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.
MA.912.AR.3.10:	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality. **Clarifications:** *Clarification 1*: Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.
MA.912.AR.4.1:	Given a mathematical or real-world context, write and solve one-variable absolute value equations.
MA.912.AR.4.2:	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.
MA.912.AR.4.3:	Given a table, equation or written description of an absolute value function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.4.4:	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.5.1:	Solve one-variable exponential equations using the properties of exponents.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1

	or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.
MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.8:	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.6.1:	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.
MA.912.AR.6.5:	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.
MA.912.AR.7.1:	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.
MA.912.AR.7.2:	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.8.1:	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.8.2:	Given a table, equation or written description of a rational function, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.9.1:	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.
MA.912.AR.9.4:	Graph the solution set of a system of two-variable linear inequalities. **Clarifications:** *Clarification 1:* Instruction includes cases where one variable has a coefficient of zero. *Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.AR.9.10:	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts, asymptotes and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.10.1:	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.
MA.912.AR.10.2:	Given a mathematical or real-world context, write and solve problems involving geometric sequences.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

MA.912.DP.1.2:	**Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.2.1:	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution. **Clarifications:** *Clarification 1*: The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation. *Clarification 2*: Shape features include symmetry or skewness and clustering. *Clarification 3*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.5:	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, instruction includes determining the number of positive and negative residuals; the largest and smallest residuals; and the connection between outliers in the data set and the corresponding residuals.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.DP.3.2:	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. **Clarifications:** *Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table. *Clarification 2:* Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.
MA.912.DP.3.3:	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context. **Clarifications:** *Clarification 1:* Instruction includes problems involving false positive and false negatives.
MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=\lvert x\rvert, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.F.1.5:	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. *Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity

	increasing linearly or quadratically.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for *k*.
MA.912.F.2.3:	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.
MA.912.F.3.1:	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Algebra 1 Honors course, notations for domain and range are limited to inequality and set-builder.
MA.912.F.3.6:	Determine whether an inverse function exists by analyzing tables, graphs and equations.
MA.912.FL.1.1:	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. **Clarifications:** *Clarification 1*: Problems include discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.1.3:	Solve real-world problems involving weighted averages using spreadsheets and other technology.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.GR.1.1:	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include vertical angles are congruent; when a transversal crosses parallel lines, the consecutive angles are supplementary and alternate (interior and exterior) angles and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.2:	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg. **Clarifications:** *Clarification 1*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 2*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.3:	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include measures of interior angles of a triangle sum to 180°; measures of a set of exterior angles of a triangle sum to 360°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.4:	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include opposite sides are congruent, consecutive angles are supplementary, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal

	proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.5:	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include the Trapezoid Midsegment Theorem and for isosceles trapezoids: base angles are congruent, opposite angles are supplementary and diagonals are congruent. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.6:	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. **Clarifications:** *Clarification 1:* Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.
MA.912.GR.2.1:	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates. **Clarifications:** *Clarification 1*: Instruction includes the connection of transformations to functions that take points in the plane as inputs and give other points in the plane as outputs. *Clarification 2*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 3*: Within the Geometry course, rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation, and the centers of rotations and dilations are limited to the origin or a point on the figure.
MA.912.GR.2.2:	Identify transformations that do or do not preserve distance. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes recognizing that these transformations preserve angle measure.
MA.912.GR.2.3:	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Within the Geometry course, figures are limited to triangles and quadrilaterals and rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation. *Clarification 3*: Instruction includes the understanding that when a figure is mapped onto itself using a reflection, it occurs over a line of symmetry.
MA.912.GR.2.5:	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes two or more transformations.
MA.912.GR.2.6:	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides and the corresponding angles are congruent.
MA.912.GR.2.8:	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides are proportional, and the corresponding angles are congruent.
MA.912.GR.3.1:	Determine the weighted average of two or more points on a line. **Clarifications:** *Clarification 1*: Instruction includes using a number line and determining how changing the weights moves the weighted average of points on the number line.
MA.912.GR.3.2:	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals. **Clarifications:** *Clarification 1*: Instruction includes using the distance or midpoint formulas and knowledge of slope to classify or justify definitions, properties and theorems.
MA.912.GR.3.3:	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals. **Clarifications:** *Clarification 1*: Problems involving lines include the coordinates of a point on a line segment including the midpoint. *Clarification 2*: Problems involving circles include determining points on a given circle and finding tangent lines. *Clarification 3*: Problems involving triangles include median and centroid. *Clarification 4*: Problems involving quadrilaterals include using parallel and perpendicular slope criteria.
MA.912.GR.3.4:	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.
MA.912.GR.4.1:	Identify the shapes of two-dimensional cross-sections of three-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes the use of manipulatives and models to visualize cross-sections.

	Clarification 2: Instruction focuses on cross-sections of right cylinders, right prisms, right pyramids and right cones that are parallel or perpendicular to the base.
MA.912.GR.4.2:	Identify three-dimensional objects generated by rotations of two-dimensional figures. **Clarifications:** *Clarification 1*: The axis of rotation must be within the same plane but outside of the given two-dimensional figure.
MA.912.GR.4.3:	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.
MA.912.GR.4.4:	Solve mathematical and real-world problems involving the area of two-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes concepts of population density based on area.
MA.912.GR.4.5:	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. **Clarifications:** *Clarification 1:* Instruction includes concepts of density based on volume. *Clarification 2:* Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.
MA.912.GR.4.6:	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.
MA.912.GR.5.1:	Construct a copy of a segment or an angle. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.2:	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.3:	Construct the inscribed and circumscribed circles of a triangle. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.4:	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons. **Clarifications:** *Clarification 1*: When given a circle, the center must be provided. *Clarification 2*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.5:	Given a point outside a circle, construct a line tangent to the circle that passes through the given point. **Clarifications:** *Clarification 1*: When given a circle, the center must be provided. *Clarification 2*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.6.1:	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle. **Clarifications:** *Clarification 1:* Problems include relationships between two chords; two secants; a secant and a tangent; and the length of the tangent from a point to a circle.
MA.912.GR.6.2:	Solve mathematical and real-world problems involving the measures of arcs and related angles. **Clarifications:** *Clarification 1*: Within the Geometry course, problems are limited to relationships between inscribed angles; central angles; and angles formed by the following intersections: a tangent and a secant through the center, two tangents, and a chord and its perpendicular bisector.
MA.912.GR.6.3:	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle. **Clarifications:** *Clarification 1*: Instruction includes cases in which a triangle inscribed in a circle has a side that is the diameter.
MA.912.GR.6.4:	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle. **Clarifications:** *Clarification 1*: Instruction focuses on the conceptual understanding that for a given angle measure the length of the intercepted arc is proportional to the radius, and for a given radius the length of the intercepted arc is proportional is the angle measure.
MA.912.GR.7.2:	Given a mathematical or real-world context, derive and create the equation of a circle using key features. **Clarifications:** *Clarification 1:* Instruction includes using the Pythagorean Theorem and completing the square. *Clarification 2:* Within the Geometry course, key features are limited to the radius, diameter and the center.
MA.912.GR.7.3:	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center and radius. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Geometry course, notations for domain and range are limited to inequality and set-builder.
	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.

MA.912.NSO.1.1:	**Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.4:	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.
MA.912.NSO.1.6:	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.912.NSO.2.2:	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.
MA.912.T.1.1:	Define trigonometric ratios for acute angles in right triangles. **Clarifications:** *Clarification 1*: Instruction includes using the Pythagorean Theorem and using similar triangles to demonstrate that trigonometric ratios stay the same for similar right triangles. *Clarification 2*: Within the Geometry course, instruction includes using the coordinate plane to make connections to the unit circle. *Clarification 3*: Within the Geometry course, trigonometric ratios are limited to sine, cosine and tangent.
MA.912.T.1.2:	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem. **Clarifications:** *Clarification 1*: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Remedial >
Abbreviated Title: FDN SKILLS MATH 9-12
Course Length: Multiple (M) - Course length can vary
Course Attributes:
- Class Size Core Required

Course Type: Elective Course

Course Level: 1

Course Status: Course Approved

Educator Certifications

Mathematics (Grades 6-12)

Mathematics for College Algebra (#1200700) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.3:	Add, subtract and multiply polynomial expressions with rational number coefficients. **Clarifications:** *Clarification 1:* Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. *Clarification 2:* Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.
MA.912.AR.1.5:	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.
MA.912.AR.1.9:	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. **Clarifications:** *Clarification 1*: Instruction includes the connection to fractions and common denominators.
MA.912.AR.2.4:	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes cases where one variable has a coefficient of zero. *Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.3.7:	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. *Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.
MA.912.AR.3.8:	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. *Clarification 2*: Instruction includes the use of standard form, factored form and vertex form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.
MA.912.AR.4.2:	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.
	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context. **Clarifications:**

MA.912.AR.4.4:	*Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.5.2:	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.
MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.8:	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2:* Instruction includes representing the domain and range inequality notation, interval notation or set-builder notation.
MA.912.AR.5.9:	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.7.1:	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.
MA.912.AR.8.1:	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.9.4:	Graph the solution set of a system of two-variable linear inequalities. **Clarifications:** *Clarification 1:* Instruction includes cases where one variable has a coefficient of zero. *Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.
MA.912.AR.9.6:	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. **Clarifications:** *Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.
MA.912.AR.9.10:	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts, asymptotes and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. *Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=\lvert x\rvert, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **Clarifications:** *Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. *Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. *Clarification 2*: Instruction focuses on including positive and negative values for *k*.
MA.912.F.2.2:	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.
MA.912.F.2.3:	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.
MA.912.F.2.4:	Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation.
MA.912.F.2.5:	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the ??- or ??-values or multiplying the ??- or ??-values by a real number.
MA.912.F.3.2:	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. **Clarifications:** *Clarification 1*: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.F.3.4:	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.
MA.912.F.3.6:	Determine whether an inverse function exists by analyzing tables, graphs and equations.
MA.912.F.3.7:	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other. **Clarifications:** *Clarification 1*: Instruction includes the understanding that a logarithmic function is the inverse of an exponential function.
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. **Clarifications:** *Clarification 1:* Instruction includes the use of technology when appropriate. *Clarification 2:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 3:* Instruction includes converting between expressions involving rational exponents and expressions involving radicals. *Clarification 4:*Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.
MA.912.NSO.1.3:	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.
MA.912.NSO.1.6:	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. **Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.

MA.912.NSO.1.7:	**Clarifications:** *Clarification 1*: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems.

	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

All clarifications stated, whether general or specific to Mathematics for College Algebra, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1200700

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Algebra >

Abbreviated Title: MATH COLL ALGEBRA

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)

Calculus Honors (#1202300) 2022 - And Beyond

Course Standards

Name	Description
MA.912.C.1.1:	Demonstrate understanding of the concept of a limit and estimate limits from graphs and tables of values.
MA.912.C.1.2:	Determine the value of a limit if it exists algebraically using limits of sums, differences, products, quotients and compositions of continuous functions.
MA.912.C.1.3:	Find limits of rational functions that are undefined at a point.
MA.912.C.1.4:	Find one-sided limits.
MA.912.C.1.5:	Find limits at infinity.
MA.912.C.1.6:	Decide when a limit is infinite and use limits involving infinity to describe asymptotic behavior.
MA.912.C.1.7:	Find special limits by using the Squeeze Theorem or algebraic manipulation.
MA.912.C.1.8:	Find limits of indeterminate forms using L'Hôpital's Rule.
MA.912.C.1.9:	Define continuity in terms of limits.
MA.912.C.1.10:	Given the graph of a function, identify whether a function is continuous at a point. If not, identify the type of discontinuity for the given function.
MA.912.C.1.11:	Apply the Intermediate Value Theorem and the Extreme Value Theorem.
MA.912.C.2.1:	State, understand and apply the definition of derivative. Apply and interpret derivatives geometrically and numerically.
MA.912.C.2.2:	Interpret the derivative as an instantaneous rate of change or as the slope of the tangent line.
MA.912.C.2.3:	Prove the rules for finding derivatives of sums, products, quotients and the Chain Rule. **Clarifications:** *Clarification 1*: Special cases of rules include a constant multiple of a function and the power of a function.
MA.912.C.2.4:	Apply the rules for finding derivatives of constants, sums, products, quotients and the Chain Rule to solve problems with functions limited to algebraic, trigonometric, inverse trigonometric, logarithmic and exponential. **Clarifications:** *Clarification 1*: Special cases of rules include a constant multiple of a function and the power of a function.
MA.912.C.2.5:	Find the derivatives of implicitly defined functions.
MA.912.C.2.6:	Find derivatives of inverse functions.
MA.912.C.2.7:	Find second derivatives and derivatives of higher order.
MA.912.C.2.8:	Find derivatives using logarithmic differentiation.
MA.912.C.2.9:	Demonstrate and use the relationship between differentiability and continuity.
MA.912.C.2.10:	Apply the Mean Value Theorem.
MA.912.C.3.1:	Find the slope of a curve at a point, including points at which there are vertical tangent lines.
MA.912.C.3.2:	Find an equation for the tangent line to a curve at a point and use it to make local linear approximation.
MA.912.C.3.3:	Determine where a function is decreasing and increasing using its derivative.
MA.912.C.3.4:	Find local and absolute maximum and minimum points of a function.
MA.912.C.3.5:	Determine the concavity and points of inflection of a function using its second derivative.
MA.912.C.3.6:	Sketch graphs by using first and second derivatives. Compare the corresponding characteristics of the graphs of f, f' and f''.
MA.912.C.3.7:	Solve optimization problems using derivatives.
MA.912.C.3.8:	Find average and instantaneous rates of change. Explain the instantaneous rate of change as the limit of the average rate of change. Interpret a derivative as a rate of change in applications, including velocity, speed and acceleration.
MA.912.C.3.9:	Find the velocity and acceleration of a particle moving in a straight line.
MA.912.C.3.10:	Model and solve problems involving rates of change, including related rates.
MA.912.C.4.1:	Interpret a definite integral as a limit of Riemann sums. Calculate the values of Riemann sums over equal subdivisions using left, right and midpoint evaluation points.
MA.912.C.4.2:	Apply Riemann sums, the Trapezoidal Rule and technology to approximate definite integrals of functions represented algebraically, geometrically and by tables of values.
MA.912.C.4.3:	Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval. **Clarifications:** *Clarification 1*: Instruction focuses on the relationship $\int_a^b f'(x)\,dx = f(b) - f(a)$ which is the Fundamental Theorem of Calculus.
MA.912.C.4.4:	Evaluate definite integrals by using the Fundamental Theorem of Calculus.
MA.912.C.4.5:	Analyze function graphs by using derivative graphs and the Fundamental Theorem of Calculus.
MA.912.C.4.6:	Evaluate or solve problems using the properties of definite integrals. Properties are limited to the following: • • • • • •
MA.912.C.4.7:	Evaluate definite and indefinite integrals by using integration by substitution.

MA.912.C.5.1:	Find specific antiderivatives using initial conditions, including finding velocity functions from acceleration functions, finding position functions from velocity functions and solving applications related to motion along a line.
MA.912.C.5.2:	Solve separable differential equations.
MA.912.C.5.3:	Solve differential equations of the form $\frac{dy}{dt} = ky$ as applied to growth and decay problems.
MA.912.C.5.4:	Display a graphic representation of the solution to a differential equation by using slope fields, and locate particular solutions to the equation.
MA.912.C.5.5:	Find the area between a curve and the x-axis or between two curves by using definite integrals.
MA.912.C.5.6:	Find the average value of a function over a closed interval by using definite integrals.
MA.912.C.5.7:	Find the volume of a figure with known cross-sectional area, including figures of revolution, by using definite integrals.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

All clarifications stated, whether general or specific to Calculus Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1202300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Calculus >
Abbreviated Title: CALC H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Precalculus Honors (#1202340) 2022 - And Beyond

Course Standards

Name	Description
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.9:	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.6.3:	Explain and apply theorems for polynomials to solve mathematical and real-world problems. **Clarifications:** *Clarification 1*: Theorems include the Factor Theorem and the Fundamental Theorem of Algebra.
MA.912.AR.6.4:	Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetry; and end behavior. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.
MA.912.AR.6.6:	Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetry; and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.7.4:	Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.8.3:	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes using rational functions to represent inverse proportional relationships. *Clarification 4*: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.
MA.912.AR.9.3:	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically. **Clarifications:** *Clarification 1*: Within the Algebra 2 course, non-linear equations are limited to quadratic equations.
	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.

MA.912.AR.9.10:	**Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts, asymptotes and end behavior. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
MA.912.AR.10.1:	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.
MA.912.AR.10.2:	Given a mathematical or real-world context, write and solve problems involving geometric sequences.
MA.912.AR.10.3:	Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems.
MA.912.AR.10.4:	Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems.
MA.912.AR.10.5:	Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description.
MA.912.F.1.4:	Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points. **Clarifications:** *Clarification 1*: Instruction focuses on making connections between difference quotients and slopes of lines.
MA.912.F.1.7:	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features include domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.
MA.912.F.3.3:	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.
MA.912.F.3.4:	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.
MA.912.F.3.5:	Solve mathematical and real-world problems involving composite functions.
MA.912.F.3.7:	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other. **Clarifications:** *Clarification 1*: Instruction includes the understanding that a logarithmic function is the inverse of an exponential function.
MA.912.F.3.8:	Produce an invertible function from a non-invertible function by restricting the domain.
MA.912.F.3.9:	Solve mathematical and real-world problems involving inverse functions.
MA.912.GR.7.1:	Given a conic section, describe how it can result from the slicing of two cones.
MA.912.GR.7.2:	Given a mathematical or real-world context, derive and create the equation of a circle using key features. **Clarifications:** *Clarification 1:* Instruction includes using the Pythagorean Theorem and completing the square. *Clarification 2:* Within the Geometry course, key features are limited to the radius, diameter and the center.
MA.912.GR.7.3:	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center and radius. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Geometry course, notations for domain and range are limited to inequality and set-builder.
MA.912.GR.7.4:	Given a mathematical or real-world context, derive and create the equation of a parabola using key features.
MA.912.GR.7.5:	Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, intercepts, focus, focal width (latus rectum), vertex and directrix. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.
MA.912.GR.7.6:	Given a mathematical or real-world context, derive and create the equation of an ellipse using key features.
MA.912.GR.7.7:	Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center, foci, major axis, minor axis and vertices. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.
MA.912.GR.7.8:	Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.
MA.912.GR.7.9:	Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center, vertices, foci, transverse axis, conjugate axis, asymptotes and directrices. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.
MA.912.NSO.2.2:	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.
MA.912.NSO.2.3:	Calculate the distance and midpoint between two numbers on the complex coordinate plane.
MA.912.NSO.2.4:	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.
MA.912.NSO.2.5:	Represent complex numbers on the complex plane in rectangular and polar forms. **Clarifications:** *Clarification 1*: Instruction includes explaining why the rectangular and polar forms of a given complex numbers represent the same number.

MA.912.NSO.2.6:	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.
MA.912.NSO.3.1:	Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form.
MA.912.NSO.3.2:	Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another.
MA.912.NSO.3.3:	Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors.
MA.912.NSO.3.4:	Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections.
MA.912.NSO.3.6:	Multiply a vector by a scalar algebraically or graphically.
MA.912.NSO.3.7:	Compute the magnitude and direction of a vector scalar multiple.
MA.912.NSO.3.8:	Add and subtract vectors algebraically or graphically.
MA.912.NSO.3.9:	Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.
MA.912.T.1.3:	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.
MA.912.T.1.4:	Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. **Clarifications:** *Clarification 1:* Problems include right triangles, heights inside of a triangle and heights outside of a triangle.
MA.912.T.1.5:	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.
MA.912.T.1.6:	Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems.
MA.912.T.1.7:	Simplify expressions using trigonometric identities. **Clarifications:** *Clarification 1:* Identities are limited to Double-Angle, Half-Angle, Angle Sum and Difference, Pythagorean Identities, Sum Identities and Product Identities.
MA.912.T.1.8:	Solve mathematical and real-world problems involving one-variable trigonometric ratios.
MA.912.T.2.1:	Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between 0° and 360° or between 0 and 2π. Convert between degrees and radians.
MA.912.T.2.2:	Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle.
MA.912.T.2.3:	Determine the values of the six basic trigonometric functions for 0, $\frac{\pi}{6}$, $\frac{\pi}{3}$ and $\frac{\pi}{4}$ and their multiples using special triangles.
MA.912.T.2.4:	Use the unit circle to express the values of sine, cosine and tangent for π-*x*, π+*x*, and 2π-*x* in terms of their values for *x*, where *x* is any real number.
MA.912.T.2.5:	Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology.
MA.912.T.3.1:	Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline.
MA.912.T.3.2:	Given a table, equation or written description of a trigonometric function, graph that function and determine key features. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetry; end behavior; periodicity; midline; amplitude; shift(s) and asymptotes. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.
MA.912.T.3.3:	Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetry; end behavior; periodicity; midline; amplitude; shift(s) and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes using technology when appropriate.
MA.912.T.4.1:	Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology.
MA.912.T.4.2:	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.
MA.912.T.4.3:	Graph equations in the polar coordinate plane with and without the use of graphing technology.
MA.912.T.4.4:	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.
MA.912.T.4.5:	Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.
MA.912.T.4.6:	Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.
MA.912.T.4.7:	Apply parametric equations to model applications involving motion in the plane.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

MA.K12.MTR.7.1:	Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

All clarifications stated, whether general or specific to Precalculus Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1202340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Calculus >

Abbreviated Title: PRECALC H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

M/J Foundational Skills in Mathematics 6-8 (#1204000) 2022 - And Beyond

Course Standards

Name	Description
MA.6.AR.1.1:	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.
MA.6.AR.1.2:	Translate a real-world written description into an algebraic inequality in the form of $x > a, x < a, x \geq a$ or $x \leq a$. Represent the inequality on a number line. **Clarifications:** *Clarification 1:* Variables may be on the left or right side of the inequality symbol.
MA.6.AR.1.3:	Evaluate algebraic expressions using substitution and order of operations. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to perform all operations with integers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.1.4:	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. **Clarifications:** *Clarification 1:* Properties include associative, commutative and distributive. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.2.1:	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. **Clarifications:** *Clarification 1:* Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.
MA.6.AR.2.2:	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations. *Clarification 2:* Instruction includes equations in the forms x+p=q and p+x=q, where x,p and q are any integer. *Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.
MA.6.AR.2.3:	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations. *Clarification 2:* Instruction includes equations in the forms $\frac{x}{p} = q$, where p≠0, and px=q. *Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.
MA.6.AR.2.4:	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position. **Clarifications:** *Clarification 1:* Instruction focuses on using algebraic reasoning, drawings, and mental math to determine unknowns. *Clarification 2:* Problems include the unknown and different operations on either side of the equal sign. All terms and solutions are limited to positive rational numbers.
MA.6.AR.3.1:	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: $\frac{a}{b}$, a to b, or a:b where b ≠ 0. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that a ratio can be described as a comparison of two quantities in either the same or different units. *Clarification 2:* Instruction includes using manipulatives, drawings, models and words to interpret part-to-part ratios and part-to-whole ratios. *Clarification 3:* The values of a and b are limited to whole numbers.
MA.6.AR.3.2:	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates. *Clarification 2:* Problems will not include conversions between customary and metric systems.
	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-

	part ratios and part-to-part-to-whole ratios.
MA.6.AR.3.3:	**Clarifications:** *Clarification 1:* Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.
MA.6.AR.3.4:	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. **Clarifications:** *Clarification 1:* Instruction includes the comparison of $\frac{part}{whole}$ to $\frac{percent}{100}$ in order to determine the percent, the part or the whole.
MA.6.AR.3.5:	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. **Clarifications:** *Clarification 1:* Instruction includes the use of tables, tape diagrams and number lines.
MA.6.DP.1.1:	Recognize and formulate a statistical question that would generate numerical data.
MA.6.DP.1.2:	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range. **Clarifications:** *Clarification 1:* Numerical data is limited to positive rational numbers.
MA.6.DP.1.3:	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data. **Clarifications:** *Clarification 1:* Instruction includes describing range, interquartile range, halves and quarters of the data.
MA.6.DP.1.4:	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range. **Clarifications:** *Clarification 1:* Refer to K-12 Mathematics Glossary (Appendix C).
MA.6.DP.1.5:	Create box plots and histograms to represent sets of numerical data within real-world contexts. **Clarifications:** *Clarification 1:* Instruction includes collecting data and discussing ways to collect truthful data to construct graphical representations. *Clarification 2:* Within this benchmark, it is the expectation to use appropriate titles, labels, scales and units when constructing graphical representations. *Clarification 3:* Numerical data is limited to positive rational numbers.
MA.6.DP.1.6:	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation. **Clarifications:** *Clarification 1:* Instruction includes choosing the measure of center or measure of variation depending on the scenario. *Clarification 2:* The measures of center are limited to mean and median. The measures of variation are limited to range and interquartile range. *Clarification 3:* Numerical data is limited to positive rational numbers.
MA.6.GR.1.1:	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.
MA.6.GR.1.2:	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.
MA.6.GR.1.3:	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle. **Clarifications:** *Clarification 1:* Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle. *Clarification 2:* Problems involving rectangles are limited to cases where the sides are parallel to the axes.
MA.6.GR.2.1:	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. **Clarifications:** *Clarification 1:* Instruction focuses on the relationship between the area of a rectangle and the area of a right triangle. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a triangle.
MA.6.GR.2.2:	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles. **Clarifications:** *Clarification 1:* Problem types include finding area of composite shapes and determining missing dimensions. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a rectangle and triangle. *Clarification 3:* Dimensions are limited to positive rational numbers.
MA.6.GR.2.3:	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula. **Clarifications:** *Clarification 1:* Problem types include finding the volume or a missing dimension of a rectangular prism.
MA.6.GR.2.4:	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. **Clarifications:** *Clarification 1:* Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net. *Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.

	Clarification 3: Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given. *Clarification 4:* Dimensions are limited to positive rational numbers.
MA.6.NSO.1.1:	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). *Clarification 2:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.6.NSO.1.2:	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context. **Clarifications:** *Clarification 1:* Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt. *Clarification 2:* Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.
MA.6.NSO.1.3:	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. **Clarifications:** *Clarification 1:* Instruction includes the connection of absolute value to mirror images about zero and to opposites. *Clarification 2:* Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances.
MA.6.NSO.1.4:	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value. **Clarifications:** *Clarification 1:* Absolute value situations include distances, temperatures and finances. *Clarification 2:* Problems involving calculations with absolute value are limited to two or fewer operations. *Clarification 3:* Within this benchmark, the expectation is to use integers only.
MA.6.NSO.2.1:	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. **Clarifications:** *Clarification 1:* Multi-digit decimals are limited to no more than 5 total digits.
MA.6.NSO.2.2:	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. **Clarifications:** *Clarification 1:* Instruction focuses on making connections between visual models, the relationship between multiplication and division, reciprocals and algorithms.
MA.6.NSO.2.3:	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.
MA.6.NSO.3.1:	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. **Clarifications:** *Clarification 1:* Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25.
MA.6.NSO.3.2:	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. **Clarifications:** *Clarification 1:* Instruction includes using the distributive property to generate equivalent expressions.
MA.6.NSO.3.3:	Evaluate positive rational numbers with natural number exponents. **Clarifications:** *Clarification 1:* Within this benchmark, expectations include using natural number exponents up to 5.
MA.6.NSO.3.4:	Express composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5:	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. **Clarifications:** *Clarification 1:* Rational numbers include decimal equivalence up to the thousandths place.
MA.6.NSO.4.1:	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then p-q=p+(-q) and p+q=p-(-q).
MA.6.NSO.4.2:	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where q≠0, then $-\left(\frac{p}{q}\right)=\frac{-p}{q}$, $-\left(\frac{p}{q}\right)=\frac{p}{-q}$ and $\frac{p}{q}=\frac{-p}{-q}$.

MA.7.AR.1.1:	Apply properties of operations to add and subtract linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Instruction includes linear expressions in the form ax±b or b±ax, where a and b are rational numbers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.7.AR.1.2:	Determine whether two linear expressions are equivalent. **Clarifications:** *Clarification 1:* Instruction includes using properties of operations accurately and efficiently. *Clarification 2:* Instruction includes linear expressions in any form with rational coefficients. *Clarification 3:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.7.AR.2.1:	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically. **Clarifications:** *Clarification 1:* Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes inequalities in the forms $px > q; \frac{x}{p} > q$; x±p>q and p±x>q, where p and q are specific rational numbers and any inequality symbol can be represented. *Clarification 3:* Problems include inequalities where the variable may be on either side of the inequality symbol.
MA.7.AR.2.2:	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers. **Clarifications:** *Clarification 1:* Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes equations in the forms px±q=r and p(x±q)=r, where p, q and r are specific rational numbers. *Clarification 3:* Problems include linear equations where the variable may be on either side of the equal sign.
MA.7.AR.3.1:	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. **Clarifications:** *Clarification 1:* Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.7.AR.3.2:	Apply previous understanding of ratios to solve real-world problems involving proportions.
MA.7.AR.3.3:	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.
MA.7.AR.4.1:	Determine whether two quantities have a proportional relationship by examining a table, graph or written description. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to ratios and on the constant of proportionality, which is the ratio between two quantities in a proportional relationship.
MA.7.AR.4.2:	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.
MA.7.AR.4.3:	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description. **Clarifications:** *Clarification 1:* Instruction includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality.
MA.7.AR.4.4:	Given any representation of a proportional relationship, translate the representation to a written description, table or equation. **Clarifications:** *Clarification 1:* Given representations are limited to a written description, graph, table or equation. *Clarification 2:* Instruction includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality.
MA.7.AR.4.5:	Solve real-world problems involving proportional relationships.
MA.7.DP.1.1:	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **Clarifications:** *Clarification 1:* Instruction includes recognizing whether a measure of center or measure of variation is appropriate and can be justified based on the given context or the statistical purpose. *Clarification 2:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots. *Clarification 3:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.2:	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots. *Clarification 2:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.3:	Given categorical data from a random sample, use proportional relationships to make predictions about a population.
MA.7.DP.1.4:	Use proportional reasoning to construct, display and interpret data in circle graphs. **Clarifications:** *Clarification 1:* Data is limited to no more than 6 categories.
MA.7.DP.1.5:	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, bar charts, circle graphs, line plots, box plots and stem-and-leaf plots.
	Determine the sample space for a simple experiment.

MA.7.DP.2.1:	**Clarifications:** *Clarification 1:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.DP.2.2:	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal between 0 and 1 with probabilities close to 1 corresponding to highly likely events and probabilities close to 0 corresponding to highly unlikely events. *Clarification 2:* Instruction includes P(event) notation. *Clarification 3:* Instruction includes representing probability as a fraction, percentage or decimal.
MA.7.DP.2.3:	Find the theoretical probability of an event related to a simple experiment. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.DP.2.4:	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetitions increases experimental probabilities will typically better approximate the theoretical probabilities. *Clarification 3:* Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.GR.1.1:	Apply formulas to find the areas of trapezoids, parallelograms and rhombi. **Clarifications:** *Clarification 1:* Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles. *Clarification 2:* Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.
MA.7.GR.1.2:	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.
MA.7.GR.1.3:	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems. **Clarifications:** *Clarification 1:* Instruction includes the exploration and analysis of circular objects to examine the proportional relationship between circumference and diameter and arrive at an approximation of pi (π) as the constant of proportionality. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.1.4:	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems. **Clarifications:** *Clarification 1:* Instruction focuses on the connection between formulas for the area of a rectangle and the area of a circle. *Clarification 2:* Problem types include finding areas of fractional parts of a circle. *Clarification 3:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.1.5:	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors. **Clarifications:** *Clarification 1:* Instruction focuses on seeing the scale factor as a constant of proportionality between corresponding lengths in the scale drawing and the original object. *Clarification 2:* Instruction includes the understanding that if the scaling factor is k, then the constant of proportionality between corresponding areas is k^2 . *Clarification 3:* Problem types include finding the scale factor given a set of dimensions as well as finding dimensions when given a scale factor.
MA.7.GR.2.1:	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net. **Clarifications:** *Clarification 1:* Instruction focuses on representing a right circular cylinder with its net and on the connection between surface area of a figure and its net. *Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure. *Clarification 3:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder. Clarification 4: Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.2.2:	Solve real-world problems involving surface area of right circular cylinders. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
	Solve mathematical and real-world problems involving volume of right circular cylinders. **Clarifications:**

MA.7.GR.2.3:	*Clarification 1:* Within this benchmark, the expectation is not to memorize the volume formula for a right circular cylinder or to find radius as a missing dimension. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.NSO.1.1:	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases. **Clarifications:** *Clarification 1:* Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 2:* Problems in the form $\frac{a^n}{a^m} = a^p$ must result in a whole-number value for p.
MA.7.NSO.1.2:	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.
MA.7.NSO.2.1:	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps.
MA.7.NSO.2.2:	Add, subtract, multiply and divide rational numbers with procedural fluency.
MA.7.NSO.2.3:	Solve real-world problems involving any of the four operations with rational numbers. **Clarifications:** *Clarification 1:* Instruction includes using one or more operations to solve problems.
MA.8.AR.1.1:	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. **Clarifications:** *Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
MA.8.AR.1.2:	Apply properties of operations to multiply two linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Problems are limited to products where at least one of the factors is a monomial. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.8.AR.1.3:	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.8.AR.2.1:	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides. **Clarifications:** *Clarification 1:* Problem types include examples of one-variable linear equations that generate one solution, infinitely many solutions or no solution.
MA.8.AR.2.2:	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. **Clarifications:** *Clarification 1:* Instruction includes inequalities in the forms $px \pm q > r$ and $p(x \pm q) > r$, where p, q and r are specific rational numbers and where any inequality symbol can be represented. *Clarification 2:* Problems include inequalities where the variable may be on either side of the inequality.
MA.8.AR.2.3:	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions. **Clarifications:** *Clarification 1:* Instruction focuses on understanding that when solving $x^2=p$, there is both a positive and negative solution. *Clarification 2:* Within this benchmark, the expectation is to calculate square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
MA.8.AR.3.1:	Determine if a linear relationship is also a proportional relationship. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that proportional relationships are linear relationships whose graph passes through the origin. *Clarification 2:* Instruction includes the representation of relationships using tables, graphs, equations and written descriptions.
MA.8.AR.3.2:	Given a table, graph or written description of a linear relationship, determine the slope. **Clarifications:** *Clarification 1:* Problem types include cases where two points are given to determine the slope. *Clarification 2:* Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane.
MA.8.AR.3.3:	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.
MA.8.AR.3.4:	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.
MA.8.AR.3.5:	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form. **Clarifications:** *Clarification 1:* Problems include conversions with temperature and equations of lines of fit in scatter plots.
MA.8.AR.4.1:	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that a solution to a system of equations satisfies both linear equations simultaneously.

MA.8.AR.4.2:	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.
MA.8.AR.4.3:	Given a mathematical or real-world context, solve systems of two linear equations by graphing. **Clarifications:** *Clarification 1:* Instruction includes approximating non-integer solutions. *Clarification 2:* Within this benchmark, it is the expectation to represent systems of linear equations in slope-intercept form only. *Clarification 3:* Instruction includes recognizing that parallel lines have the same slope.
MA.8.DP.1.1:	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. **Clarifications:** *Clarification 1:* Instruction includes recognizing similarities and differences between scatter plots and line graphs, and on determining which is more appropriate as a representation of the data based on the context. *Clarification 2:* Sets of data are limited to 20 points.
MA.8.DP.1.2:	Given a scatter plot within a real-world context, describe patterns of association. **Clarifications:** *Clarification 1:* Descriptions include outliers; positive or negative association; linear or nonlinear association; strong or weak association.
MA.8.DP.1.3:	Given a scatter plot with a linear association, informally fit a straight line. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to linear functions. *Clarification 2:* Instruction includes using a variety of tools, including a ruler, to draw a line with approximately the same number of points above and below the line.
MA.8.DP.2.1:	Determine the sample space for a repeated experiment. **Clarifications:** *Clarification 1:* Instruction includes recording sample spaces for repeated experiments using organized lists, tables or tree diagrams. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.DP.2.2:	Find the theoretical probability of an event related to a repeated experiment. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.DP.2.3:	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability. **Clarifications:** *Clarification 1:* Instruction includes making connections to proportional relationships and representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.F.1.1:	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. **Clarifications:** *Clarification 1:* Instruction includes referring to the input as the independent variable and the output as the dependent variable. *Clarification 2:* Within this benchmark, it is the expectation to represent domain and range as a list of numbers or as an inequality.
MA.8.F.1.2:	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. **Clarifications:** *Clarification 1:* Instruction includes recognizing that a table may not determine a function.
MA.8.F.1.3:	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant. **Clarifications:** *Clarification 1:* Problem types are limited to continuous functions. *Clarification 2:* Analysis includes writing a description of a graphical representation or sketching a graph from a written description.
MA.8.GR.1.1:	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **Clarifications:** *Clarification 1:* Instruction includes exploring right triangles with natural-number side lengths to illustrate the Pythagorean Theorem. *Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. *Clarification 3:* Radicands are limited to whole numbers up to 225.
	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. **Clarifications:**

MA.8.GR.1.2:	*Clarification 1:* Instruction includes making connections between distance on the coordinate plane and right triangles. *Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. It is not the expectation to use the distance formula. *Clarification 3:* Radicands are limited to whole numbers up to 225.
MA.8.GR.1.3:	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.
MA.8.GR.1.4:	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.
MA.8.GR.1.5:	Solve problems involving the relationships of interior and exterior angles of a triangle. **Clarifications:** *Clarification 1:* Problems include using the Triangle Sum Theorem and representing angle measures as algebraic expressions.
MA.8.GR.1.6:	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles. **Clarifications:** *Clarification 1:* Problems include representing angle measures as algebraic expressions.
MA.8.GR.2.1:	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. **Clarifications:** *Clarification 1:* Within this benchmark, transformations are limited to reflections, translations or rotations of images. *Clarification 2:* Instruction focuses on the preservation of congruence so that a figure maps onto a copy of itself.
MA.8.GR.2.2:	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. **Clarifications:** *Clarification 1:* Instruction includes the connection to scale drawings and proportions. *Clarification 2:* Instruction focuses on the preservation of similarity and the lack of preservation of congruence when a figure maps onto a scaled copy of itself, unless the scaling factor is 1.
MA.8.GR.2.3:	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **Clarifications:** *Clarification 1:* Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images. *Clarification 2:* Lines of reflection are limited to the x-axis, y-axis or lines parallel to the axes. *Clarification 3:* Rotations must be about the origin and are limited to 90°, 180°, 270° or 360°. *Clarification 4:* Dilations must be centered at the origin.
MA.8.GR.2.4:	Solve mathematical and real-world problems involving proportional relationships between similar triangles.
MA.8.NSO.1.1:	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. **Clarifications:** *Clarification 1:* Instruction includes the use of number line and rational number approximations, and recognizing pi (π) as an irrational number. *Clarification 2:* Within this benchmark, the expectation is to approximate numerical expressions involving one arithmetic operation and estimating square roots or pi (π).
MA.8.NSO.1.2:	Plot, order and compare rational and irrational numbers, represented in various forms. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to work with the number e. *Clarification 2:* Within this benchmark, the expectation is to plot, order and compare square roots and cube roots. *Clarification 3:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.8.NSO.1.3:	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency. **Clarifications:** *Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
MA.8.NSO.1.4:	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.
MA.8.NSO.1.5:	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. **Clarifications:** *Clarification 1:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
MA.8.NSO.1.6:	Solve real-world problems involving operations with numbers expressed in scientific notation. **Clarifications:** *Clarification 1:* Instruction includes recognizing the importance of significant digits when physical measurements are involved. *Clarification 2:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
MA.8.NSO.1.7:	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps. *Clarification 2:* Within this benchmark, the expectation is to simplify radicals by factoring square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1204000

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Mathematics > **SubSubject:** Remedial Mathematics >

Abbreviated Title: M/J FDNSKLS MATH 6-8

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Level: 1

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

Grade Six Mathematics (#1205010) 2022 - And Beyond

Course Standards

Name	Description
MA.6.AR.1.1:	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.
MA.6.AR.1.2:	Translate a real-world written description into an algebraic inequality in the form of $x > a, x < a, x \geq a$ or $x \leq a$. Represent the inequality on a number line. **Clarifications:** *Clarification 1:* Variables may be on the left or right side of the inequality symbol.
MA.6.AR.1.3:	Evaluate algebraic expressions using substitution and order of operations. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to perform all operations with integers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.1.4:	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. **Clarifications:** *Clarification 1:* Properties include associative, commutative and distributive. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.2.1:	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. **Clarifications:** *Clarification 1:* Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.
MA.6.AR.2.2:	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations. *Clarification 2:* Instruction includes equations in the forms x+p=q and p+x=q, where x,p and q are any integer. *Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.
MA.6.AR.2.3:	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations. *Clarification 2:* Instruction includes equations in the forms $\frac{x}{p} = q$, where p≠0, and px=q. *Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.
MA.6.AR.2.4:	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position. **Clarifications:** *Clarification 1:* Instruction focuses on using algebraic reasoning, drawings, and mental math to determine unknowns. *Clarification 2:* Problems include the unknown and different operations on either side of the equal sign. All terms and solutions are limited to positive rational numbers.
MA.6.AR.3.1:	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: $\frac{a}{b}$, a to b, or a:b where b ≠ 0. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that a ratio can be described as a comparison of two quantities in either the same or different units. *Clarification 2:* Instruction includes using manipulatives, drawings, models and words to interpret part-to-part ratios and part-to-whole ratios. *Clarification 3:* The values of a and b are limited to whole numbers.
MA.6.AR.3.2:	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates. *Clarification 2:* Problems will not include conversions between customary and metric systems.
MA.6.AR.3.3:	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios. **Clarifications:** *Clarification 1:* Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-

	part-to-whole relationship) to generate conversion charts and mixture charts.
MA.6.AR.3.4:	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. **Clarifications:** *Clarification 1:* Instruction includes the comparison of $\frac{part}{whole}$ to $\frac{percent}{100}$ in order to determine the percent, the part or the whole.
MA.6.AR.3.5:	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. **Clarifications:** *Clarification 1:* Instruction includes the use of tables, tape diagrams and number lines.
MA.6.DP.1.1:	Recognize and formulate a statistical question that would generate numerical data.
MA.6.DP.1.2:	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range. **Clarifications:** *Clarification 1:* Numerical data is limited to positive rational numbers.
MA.6.DP.1.3:	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data. **Clarifications:** *Clarification 1:* Instruction includes describing range, interquartile range, halves and quarters of the data.
MA.6.DP.1.4:	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range. **Clarifications:** *Clarification 1:* Refer to K-12 Mathematics Glossary (Appendix C).
MA.6.DP.1.5:	Create box plots and histograms to represent sets of numerical data within real-world contexts. **Clarifications:** *Clarification 1:* Instruction includes collecting data and discussing ways to collect truthful data to construct graphical representations. *Clarification 2:* Within this benchmark, it is the expectation to use appropriate titles, labels, scales and units when constructing graphical representations. *Clarification 3:* Numerical data is limited to positive rational numbers.
MA.6.DP.1.6:	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation. **Clarifications:** *Clarification 1:* Instruction includes choosing the measure of center or measure of variation depending on the scenario. *Clarification 2:* The measures of center are limited to mean and median. The measures of variation are limited to range and interquartile range. *Clarification 3:* Numerical data is limited to positive rational numbers.
MA.6.GR.1.1:	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.
MA.6.GR.1.2:	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.
MA.6.GR.1.3:	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle. **Clarifications:** *Clarification 1:* Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle. *Clarification 2:* Problems involving rectangles are limited to cases where the sides are parallel to the axes.
MA.6.GR.2.1:	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. **Clarifications:** *Clarification 1:* Instruction focuses on the relationship between the area of a rectangle and the area of a right triangle. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a triangle.
MA.6.GR.2.2:	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles. **Clarifications:** *Clarification 1:* Problem types include finding area of composite shapes and determining missing dimensions. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a rectangle and triangle. *Clarification 3:* Dimensions are limited to positive rational numbers.
MA.6.GR.2.3:	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula. **Clarifications:** *Clarification 1:* Problem types include finding the volume or a missing dimension of a rectangular prism.
MA.6.GR.2.4:	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. **Clarifications:** *Clarification 1:* Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net. *Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure. *Clarification 3:* Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given. *Clarification 4:* Dimensions are limited to positive rational numbers.

MA.6.NSO.1.1:	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). *Clarification 2:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.6.NSO.1.2:	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context. **Clarifications:** *Clarification 1:* Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt. *Clarification 2:* Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.
MA.6.NSO.1.3:	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. **Clarifications:** *Clarification 1:* Instruction includes the connection of absolute value to mirror images about zero and to opposites. *Clarification 2:* Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances.
MA.6.NSO.1.4:	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value. **Clarifications:** *Clarification 1:* Absolute value situations include distances, temperatures and finances. *Clarification 2:* Problems involving calculations with absolute value are limited to two or fewer operations. *Clarification 3:* Within this benchmark, the expectation is to use integers only.
MA.6.NSO.2.1:	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. **Clarifications:** *Clarification 1:* Multi-digit decimals are limited to no more than 5 total digits.
MA.6.NSO.2.2:	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. **Clarifications:** *Clarification 1:* Instruction focuses on making connections between visual models, the relationship between multiplication and division, reciprocals and algorithms.
MA.6.NSO.2.3:	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.
MA.6.NSO.3.1:	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. **Clarifications:** *Clarification 1:* Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25.
MA.6.NSO.3.2:	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. **Clarifications:** *Clarification 1:* Instruction includes using the distributive property to generate equivalent expressions.
MA.6.NSO.3.3:	Evaluate positive rational numbers with natural number exponents. **Clarifications:** *Clarification 1:* Within this benchmark, expectations include using natural number exponents up to 5.
MA.6.NSO.3.4:	Express composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5:	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. **Clarifications:** *Clarification 1:* Rational numbers include decimal equivalence up to the thousandths place.
MA.6.NSO.4.1:	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then p-q=p+(-q) and p+q=p-(-q).
MA.6.NSO.4.2:	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where q≠0, then $-\left(\frac{p}{q}\right)=\frac{-p}{q}$, $-\left(\frac{p}{q}\right)=\frac{p}{-q}$ and $\frac{p}{q}=\frac{-p}{-q}$.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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

GENERAL INFORMATION

Course Number: 1205010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Mathematics > **SubSubject:** General Mathematics >
Abbreviated Title: GRADE SIX MATH
Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Mathematics (Elementary Grades 1-6)
Middle Grades Mathematics (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Mathematics (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

M/J Grade 6 Accelerated Mathematics (#1205020) 2022 - And Beyond

Course Standards

Name	Description
MA.6.AR.1.1:	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.
MA.6.AR.1.2:	Translate a real-world written description into an algebraic inequality in the form of $x > a, x < a, x \geq a$ or $x \leq a$. Represent the inequality on a number line. **Clarifications:** *Clarification 1:* Variables may be on the left or right side of the inequality symbol.
MA.6.AR.1.3:	Evaluate algebraic expressions using substitution and order of operations. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to perform all operations with integers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.1.4:	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. **Clarifications:** *Clarification 1:* Properties include associative, commutative and distributive. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.6.AR.2.1:	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. **Clarifications:** *Clarification 1:* Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.
MA.6.AR.2.2:	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations. *Clarification 2:* Instruction includes equations in the forms x+p=q and p+x=q, where x,p and q are any integer. *Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.
MA.6.AR.2.3:	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations. *Clarification 2:* Instruction includes equations in the forms $\frac{x}{p} = q$, where p≠0, and px=q. *Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.
MA.6.AR.2.4:	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position. **Clarifications:** *Clarification 1:* Instruction focuses on using algebraic reasoning, drawings, and mental math to determine unknowns. *Clarification 2:* Problems include the unknown and different operations on either side of the equal sign. All terms and solutions are limited to positive rational numbers.
MA.6.AR.3.1:	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: $\frac{a}{b}$, a to b, or a:b where b ≠ 0. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that a ratio can be described as a comparison of two quantities in either the same or different units. *Clarification 2:* Instruction includes using manipulatives, drawings, models and words to interpret part-to-part ratios and part-to-whole ratios. *Clarification 3:* The values of a and b are limited to whole numbers.
MA.6.AR.3.2:	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. **Clarifications:** *Clarification 1:* Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates. *Clarification 2:* Problems will not include conversions between customary and metric systems.
	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-

	part ratios and part-to-part-to-whole ratios.
MA.6.AR.3.3:	**Clarifications:** *Clarification 1:* Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.
MA.6.AR.3.4:	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. **Clarifications:** *Clarification 1:* Instruction includes the comparison of $\frac{part}{whole}$ to $\frac{percent}{100}$ in order to determine the percent, the part or the whole.
MA.6.AR.3.5:	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. **Clarifications:** *Clarification 1:* Instruction includes the use of tables, tape diagrams and number lines.
MA.6.DP.1.1:	Recognize and formulate a statistical question that would generate numerical data.
MA.6.DP.1.2:	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range. **Clarifications:** *Clarification 1:* Numerical data is limited to positive rational numbers.
MA.6.DP.1.3:	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data. **Clarifications:** *Clarification 1:* Instruction includes describing range, interquartile range, halves and quarters of the data.
MA.6.DP.1.4:	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range. **Clarifications:** *Clarification 1:* Refer to K-12 Mathematics Glossary (Appendix C).
MA.6.DP.1.5:	Create box plots and histograms to represent sets of numerical data within real-world contexts. **Clarifications:** *Clarification 1:* Instruction includes collecting data and discussing ways to collect truthful data to construct graphical representations. *Clarification 2:* Within this benchmark, it is the expectation to use appropriate titles, labels, scales and units when constructing graphical representations. *Clarification 3:* Numerical data is limited to positive rational numbers.
MA.6.DP.1.6:	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation. **Clarifications:** *Clarification 1:* Instruction includes choosing the measure of center or measure of variation depending on the scenario. *Clarification 2:* The measures of center are limited to mean and median. The measures of variation are limited to range and interquartile range. *Clarification 3:* Numerical data is limited to positive rational numbers.
MA.6.GR.1.1:	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.
MA.6.GR.1.2:	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.
MA.6.GR.1.3:	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle. **Clarifications:** *Clarification 1:* Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle. *Clarification 2:* Problems involving rectangles are limited to cases where the sides are parallel to the axes.
MA.6.GR.2.1:	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. **Clarifications:** *Clarification 1:* Instruction focuses on the relationship between the area of a rectangle and the area of a right triangle. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a triangle.
MA.6.GR.2.2:	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles. **Clarifications:** *Clarification 1:* Problem types include finding area of composite shapes and determining missing dimensions. *Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a rectangle and triangle. *Clarification 3:* Dimensions are limited to positive rational numbers.
MA.6.GR.2.3:	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula. **Clarifications:** *Clarification 1:* Problem types include finding the volume or a missing dimension of a rectangular prism.
MA.6.GR.2.4:	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. **Clarifications:** *Clarification 1:* Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net. *Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.

	Clarification 3: Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given. *Clarification 4:* Dimensions are limited to positive rational numbers.
MA.6.NSO.1.1:	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). *Clarification 2:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.6.NSO.1.2:	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context. **Clarifications:** *Clarification 1:* Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt. *Clarification 2:* Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.
MA.6.NSO.1.3:	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. **Clarifications:** *Clarification 1:* Instruction includes the connection of absolute value to mirror images about zero and to opposites. *Clarification 2:* Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances.
MA.6.NSO.1.4:	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value. **Clarifications:** *Clarification 1:* Absolute value situations include distances, temperatures and finances. *Clarification 2:* Problems involving calculations with absolute value are limited to two or fewer operations. *Clarification 3:* Within this benchmark, the expectation is to use integers only.
MA.6.NSO.2.1:	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. **Clarifications:** *Clarification 1:* Multi-digit decimals are limited to no more than 5 total digits.
MA.6.NSO.2.2:	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. **Clarifications:** *Clarification 1:* Instruction focuses on making connections between visual models, the relationship between multiplication and division, reciprocals and algorithms.
MA.6.NSO.2.3:	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.
MA.6.NSO.3.1:	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. **Clarifications:** *Clarification 1:* Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25.
MA.6.NSO.3.2:	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. **Clarifications:** *Clarification 1:* Instruction includes using the distributive property to generate equivalent expressions.
MA.6.NSO.3.3:	Evaluate positive rational numbers with natural number exponents. **Clarifications:** *Clarification 1:* Within this benchmark, expectations include using natural number exponents up to 5.
MA.6.NSO.3.4:	Express composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5:	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. **Clarifications:** *Clarification 1:* Rational numbers include decimal equivalence up to the thousandths place.
MA.6.NSO.4.1:	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then p-q=p+(-q) and p+q=p-(-q).
MA.6.NSO.4.2:	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency. **Clarifications:** *Clarification 1:* Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6. *Clarification 2:* Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where q≠0, then $-\left(\frac{p}{q}\right)=\frac{-p}{q}$, $-\left(\frac{p}{q}\right)=\frac{p}{-q}$ and $\frac{p}{q}=\frac{-p}{-q}$.

MA.7.AR.1.1:	Apply properties of operations to add and subtract linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Instruction includes linear expressions in the form ax±b or b±ax, where a and b are rational numbers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.7.AR.1.2:	Determine whether two linear expressions are equivalent. **Clarifications:** *Clarification 1:* Instruction includes using properties of operations accurately and efficiently. *Clarification 2:* Instruction includes linear expressions in any form with rational coefficients. *Clarification 3:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.7.AR.2.1:	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically. **Clarifications:** *Clarification 1:* Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes inequalities in the forms $px > q; \frac{x}{p} > q$; x±p>q and p±x>q, where p and q are specific rational numbers and any inequality symbol can be represented. *Clarification 3:* Problems include inequalities where the variable may be on either side of the inequality symbol.
MA.7.AR.3.1:	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. **Clarifications:** *Clarification 1:* Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.7.AR.3.2:	Apply previous understanding of ratios to solve real-world problems involving proportions.
MA.7.DP.1.1:	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **Clarifications:** *Clarification 1:* Instruction includes recognizing whether a measure of center or measure of variation is appropriate and can be justified based on the given context or the statistical purpose. *Clarification 2:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots. *Clarification 3:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.2:	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots. *Clarification 2:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.3:	Given categorical data from a random sample, use proportional relationships to make predictions about a population.
MA.7.DP.2.1:	Determine the sample space for a simple experiment. **Clarifications:** *Clarification 1:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.DP.2.2:	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal between 0 and 1 with probabilities close to 1 corresponding to highly likely events and probabilities close to 0 corresponding to highly unlikely events. *Clarification 2:* Instruction includes P(event) notation. *Clarification 3:* Instruction includes representing probability as a fraction, percentage or decimal.
MA.7.DP.2.3:	Find the theoretical probability of an event related to a simple experiment. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.DP.2.4:	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetitions increases experimental probabilities will typically better approximate the theoretical probabilities. *Clarification 3:* Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.GR.1.1:	Apply formulas to find the areas of trapezoids, parallelograms and rhombi. **Clarifications:** *Clarification 1:* Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles. *Clarification 2:* Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.
	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.

MA.7.GR.1.2:	**Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.
MA.7.NSO.2.1:	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps.
MA.7.NSO.2.2:	Add, subtract, multiply and divide rational numbers with procedural fluency.
MA.7.NSO.2.3:	Solve real-world problems involving any of the four operations with rational numbers. **Clarifications:** *Clarification 1:* Instruction includes using one or more operations to solve problems.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In grade 6 accelerated, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1205020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Mathematics > **SubSubject:** General Mathematics >
Abbreviated Title: M/J GR 6 ACCEL MATH
Course Length: Year (Y)
Course Attributes:
- Honors
- Class Size Core Required

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 6

Course Level: 3

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Grade Seven Mathematics (#1205040) 2022 - And Beyond

Course Standards

Name	Description
MA.7.AR.1.1:	Apply properties of operations to add and subtract linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Instruction includes linear expressions in the form ax±b or b±ax, where a and b are rational numbers. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.7.AR.1.2:	Determine whether two linear expressions are equivalent. **Clarifications:** *Clarification 1:* Instruction includes using properties of operations accurately and efficiently. *Clarification 2:* Instruction includes linear expressions in any form with rational coefficients. *Clarification 3:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.7.AR.2.1:	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically. **Clarifications:** *Clarification 1:* Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes inequalities in the forms $px > q$; $\frac{x}{p} > q$; x±p>q and p±x>q, where p and q are specific rational numbers and any inequality symbol can be represented. *Clarification 3:* Problems include inequalities where the variable may be on either side of the inequality symbol.
MA.7.AR.2.2:	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers. **Clarifications:** *Clarification 1:* Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes equations in the forms px±q=r and p(x±q)=r, where p, q and r are specific rational numbers. *Clarification 3:* Problems include linear equations where the variable may be on either side of the equal sign.
MA.7.AR.3.1:	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems. **Clarifications:** *Clarification 1:* Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.7.AR.3.2:	Apply previous understanding of ratios to solve real-world problems involving proportions.
MA.7.AR.3.3:	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.
MA.7.AR.4.1:	Determine whether two quantities have a proportional relationship by examining a table, graph or written description. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to ratios and on the constant of proportionality, which is the ratio between two quantities in a proportional relationship.
MA.7.AR.4.2:	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.
MA.7.AR.4.3:	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description. **Clarifications:** *Clarification 1:* Instruction includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality.
MA.7.AR.4.4:	Given any representation of a proportional relationship, translate the representation to a written description, table or equation. **Clarifications:** *Clarification 1:* Given representations are limited to a written description, graph, table or equation. *Clarification 2:* Instruction includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality.
MA.7.AR.4.5:	Solve real-world problems involving proportional relationships.
MA.7.DP.1.1:	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **Clarifications:** *Clarification 1:* Instruction includes recognizing whether a measure of center or measure of variation is appropriate and can be justified based on the given context or the statistical purpose. *Clarification 2:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots. *Clarification 3:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.2:	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots.

	Clarification 2: The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.
MA.7.DP.1.3:	Given categorical data from a random sample, use proportional relationships to make predictions about a population.
MA.7.DP.1.4:	Use proportional reasoning to construct, display and interpret data in circle graphs. **Clarifications:** *Clarification 1:* Data is limited to no more than 6 categories.
MA.7.DP.1.5:	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, bar charts, circle graphs, line plots, box plots and stem-and-leaf plots.
MA.7.DP.2.1:	Determine the sample space for a simple experiment. **Clarifications:** *Clarification 1:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.DP.2.2:	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal between 0 and 1 with probabilities close to 1 corresponding to highly likely events and probabilities close to 0 corresponding to highly unlikely events. *Clarification 2:* Instruction includes P(event) notation. *Clarification 3:* Instruction includes representing probability as a fraction, percentage or decimal.
MA.7.DP.2.3:	Find the theoretical probability of an event related to a simple experiment. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.DP.2.4:	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetitions increases experimental probabilities will typically better approximate the theoretical probabilities. *Clarification 3:* Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.
MA.7.GR.1.1:	Apply formulas to find the areas of trapezoids, parallelograms and rhombi. **Clarifications:** *Clarification 1:* Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles. *Clarification 2:* Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.
MA.7.GR.1.2:	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.
MA.7.GR.1.3:	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems. **Clarifications:** *Clarification 1:* Instruction includes the exploration and analysis of circular objects to examine the proportional relationship between circumference and diameter and arrive at an approximation of pi (π) as the constant of proportionality. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.1.4:	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems. **Clarifications:** *Clarification 1:* Instruction focuses on the connection between formulas for the area of a rectangle and the area of a circle. *Clarification 2:* Problem types include finding areas of fractional parts of a circle. *Clarification 3:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.1.5:	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors. **Clarifications:** *Clarification 1:* Instruction focuses on seeing the scale factor as a constant of proportionality between corresponding lengths in the scale drawing and the original object. *Clarification 2:* Instruction includes the understanding that if the scaling factor is k, then the constant of proportionality between corresponding areas is k^2 . *Clarification 3:* Problem types include finding the scale factor given a set of dimensions as well as finding dimensions when given a scale factor.
MA.7.GR.2.1:	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net. **Clarifications:** *Clarification 1:* Instruction focuses on representing a right circular cylinder with its net and on the connection between surface area of a figure and its net. *Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.

	Clarification 3: Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder. Clarification 4: Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.2.2:	Solve real-world problems involving surface area of right circular cylinders. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.2.3:	Solve mathematical and real-world problems involving volume of right circular cylinders. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to memorize the volume formula for a right circular cylinder or to find radius as a missing dimension. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.NSO.1.1:	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases. **Clarifications:** *Clarification 1:* Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 2:* Problems in the form $\frac{a^n}{a^m} = a^p$ must result in a whole-number value for p.
MA.7.NSO.1.2:	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.
MA.7.NSO.2.1:	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps.
MA.7.NSO.2.2:	Add, subtract, multiply and divide rational numbers with procedural fluency.
MA.7.NSO.2.3:	Solve real-world problems involving any of the four operations with rational numbers. **Clarifications:** *Clarification 1:* Instruction includes using one or more operations to solve problems.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

	• Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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

GENERAL INFORMATION

Course Number: 1205040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Mathematics > **SubSubject:** General Mathematics >
Abbreviated Title: GRADE SEVEN MATH
Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Middle Grades Mathematics (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Mathematics (Grades 6-12)

M/J Grade 7 Accelerated Mathematics (#1205050) 2022 - And Beyond

Course Standards

Name	Description
MA.7.AR.2.2:	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers. **Clarifications:** *Clarification 1:* Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes equations in the forms $px \pm q = r$ and $p(x \pm q) = r$, where p, q and r are specific rational numbers. *Clarification 3:* Problems include linear equations where the variable may be on either side of the equal sign.
MA.7.AR.3.3:	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.
MA.7.AR.4.1:	Determine whether two quantities have a proportional relationship by examining a table, graph or written description. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to ratios and on the constant of proportionality, which is the ratio between two quantities in a proportional relationship.
MA.7.AR.4.2:	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.
MA.7.AR.4.3:	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description. **Clarifications:** *Clarification 1:* Instruction includes equations of proportional relationships in the form of $y = px$, where p is the constant of proportionality.
MA.7.AR.4.4:	Given any representation of a proportional relationship, translate the representation to a written description, table or equation. **Clarifications:** *Clarification 1:* Given representations are limited to a written description, graph, table or equation. *Clarification 2:* Instruction includes equations of proportional relationships in the form of $y = px$, where p is the constant of proportionality.
MA.7.AR.4.5:	Solve real-world problems involving proportional relationships.
MA.7.DP.1.4:	Use proportional reasoning to construct, display and interpret data in circle graphs. **Clarifications:** *Clarification 1:* Data is limited to no more than 6 categories.
MA.7.DP.1.5:	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation. **Clarifications:** *Clarification 1:* Graphical representations are limited to histograms, bar charts, circle graphs, line plots, box plots and stem-and-leaf plots.
MA.7.GR.1.3:	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems. **Clarifications:** *Clarification 1:* Instruction includes the exploration and analysis of circular objects to examine the proportional relationship between circumference and diameter and arrive at an approximation of pi (π) as the constant of proportionality. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.1.4:	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems. **Clarifications:** *Clarification 1:* Instruction focuses on the connection between formulas for the area of a rectangle and the area of a circle. *Clarification 2:* Problem types include finding areas of fractional parts of a circle. *Clarification 3:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.1.5:	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors. **Clarifications:** *Clarification 1:* Instruction focuses on seeing the scale factor as a constant of proportionality between corresponding lengths in the scale drawing and the original object. *Clarification 2:* Instruction includes the understanding that if the scaling factor is k, then the constant of proportionality between corresponding areas is k^2. *Clarification 3:* Problem types include finding the scale factor given a set of dimensions as well as finding dimensions when given a scale factor.
	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net. **Clarifications:** *Clarification 1:* Instruction focuses on representing a right circular cylinder with its net and on the connection between surface area of a figure and

MA.7.GR.2.1:	its net. *Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure. *Clarification 3:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder. Clarification 4: Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.2.2:	Solve real-world problems involving surface area of right circular cylinders. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.GR.2.3:	Solve mathematical and real-world problems involving volume of right circular cylinders. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to memorize the volume formula for a right circular cylinder or to find radius as a missing dimension. *Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.
MA.7.NSO.1.1:	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases. **Clarifications:** *Clarification 1:* Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents. *Clarification 2:* Problems in the form $\frac{a^n}{a^m}=a^p$ must result in a whole-number value for p.
MA.7.NSO.1.2:	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.
MA.8.AR.1.1:	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. **Clarifications:** *Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
MA.8.AR.1.2:	Apply properties of operations to multiply two linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Problems are limited to products where at least one of the factors is a monomial. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.8.AR.1.3:	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.8.AR.2.1:	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides. **Clarifications:** *Clarification 1:* Problem types include examples of one-variable linear equations that generate one solution, infinitely many solutions or no solution.
MA.8.AR.2.2:	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. **Clarifications:** *Clarification 1:* Instruction includes inequalities in the forms $px\pm q>r$ and $p(x\pm q)>r$, where p, q and r are specific rational numbers and where any inequality symbol can be represented. *Clarification 2:* Problems include inequalities where the variable may be on either side of the inequality.
MA.8.AR.2.3:	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions. **Clarifications:** *Clarification 1:* Instruction focuses on understanding that when solving $x^2=p$, there is both a positive and negative solution. *Clarification 2:* Within this benchmark, the expectation is to calculate square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
MA.8.AR.3.1:	Determine if a linear relationship is also a proportional relationship. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that proportional relationships are linear relationships whose graph passes through the origin. *Clarification 2:* Instruction includes the representation of relationships using tables, graphs, equations and written descriptions.
MA.8.AR.3.2:	Given a table, graph or written description of a linear relationship, determine the slope. **Clarifications:** *Clarification 1:* Problem types include cases where two points are given to determine the slope. *Clarification 2:* Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane.
MA.8.AR.3.3:	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.
MA.8.AR.3.4:	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.
MA.8.AR.3.5:	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form. **Clarifications:** *Clarification 1:* Problems include conversions with temperature and equations of lines of fit in scatter plots.

MA.8.AR.4.1:	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that a solution to a system of equations satisfies both linear equations simultaneously.
MA.8.AR.4.2:	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.
MA.8.AR.4.3:	Given a mathematical or real-world context, solve systems of two linear equations by graphing. **Clarifications:** *Clarification 1:* Instruction includes approximating non-integer solutions. *Clarification 2:* Within this benchmark, it is the expectation to represent systems of linear equations in slope-intercept form only. *Clarification 3:* Instruction includes recognizing that parallel lines have the same slope.
MA.8.DP.1.1:	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. **Clarifications:** *Clarification 1:* Instruction includes recognizing similarities and differences between scatter plots and line graphs, and on determining which is more appropriate as a representation of the data based on the context. *Clarification 2:* Sets of data are limited to 20 points.
MA.8.DP.1.2:	Given a scatter plot within a real-world context, describe patterns of association. **Clarifications:** *Clarification 1:* Descriptions include outliers; positive or negative association; linear or nonlinear association; strong or weak association.
MA.8.DP.1.3:	Given a scatter plot with a linear association, informally fit a straight line. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to linear functions. *Clarification 2:* Instruction includes using a variety of tools, including a ruler, to draw a line with approximately the same number of points above and below the line.
MA.8.DP.2.1:	Determine the sample space for a repeated experiment. **Clarifications:** *Clarification 1:* Instruction includes recording sample spaces for repeated experiments using organized lists, tables or tree diagrams. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.DP.2.2:	Find the theoretical probability of an event related to a repeated experiment. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.DP.2.3:	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability. **Clarifications:** *Clarification 1:* Instruction includes making connections to proportional relationships and representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.F.1.1:	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. **Clarifications:** *Clarification 1:* Instruction includes referring to the input as the independent variable and the output as the dependent variable. *Clarification 2:* Within this benchmark, it is the expectation to represent domain and range as a list of numbers or as an inequality.
MA.8.F.1.2:	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. **Clarifications:** *Clarification 1:* Instruction includes recognizing that a table may not determine a function.
MA.8.F.1.3:	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant. **Clarifications:** *Clarification 1:* Problem types are limited to continuous functions. *Clarification 2:* Analysis includes writing a description of a graphical representation or sketching a graph from a written description.
MA.8.GR.1.1:	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **Clarifications:** *Clarification 1:* Instruction includes exploring right triangles with natural-number side lengths to illustrate the Pythagorean Theorem. *Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. *Clarification 3:* Radicands are limited to whole numbers up to 225.

MA.8.GR.1.2:	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. **Clarifications:** *Clarification 1:* Instruction includes making connections between distance on the coordinate plane and right triangles. *Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. It is not the expectation to use the distance formula. *Clarification 3:* Radicands are limited to whole numbers up to 225.
MA.8.GR.1.3:	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.
MA.8.GR.1.4:	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.
MA.8.GR.1.5:	Solve problems involving the relationships of interior and exterior angles of a triangle. **Clarifications:** *Clarification 1:* Problems include using the Triangle Sum Theorem and representing angle measures as algebraic expressions.
MA.8.GR.1.6:	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles. **Clarifications:** *Clarification 1:* Problems include representing angle measures as algebraic expressions.
MA.8.GR.2.1:	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. **Clarifications:** *Clarification 1:* Within this benchmark, transformations are limited to reflections, translations or rotations of images. *Clarification 2:* Instruction focuses on the preservation of congruence so that a figure maps onto a copy of itself.
MA.8.GR.2.2:	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. **Clarifications:** *Clarification 1:* Instruction includes the connection to scale drawings and proportions. *Clarification 2:* Instruction focuses on the preservation of similarity and the lack of preservation of congruence when a figure maps onto a scaled copy of itself, unless the scaling factor is 1.
MA.8.GR.2.3:	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **Clarifications:** *Clarification 1:* Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images. *Clarification 2:* Lines of reflection are limited to the x-axis, y-axis or lines parallel to the axes. *Clarification 3:* Rotations must be about the origin and are limited to 90°, 180°, 270° or 360°. *Clarification 4:* Dilations must be centered at the origin.
MA.8.GR.2.4:	Solve mathematical and real-world problems involving proportional relationships between similar triangles.
MA.8.NSO.1.1:	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. **Clarifications:** *Clarification 1:* Instruction includes the use of number line and rational number approximations, and recognizing pi (π) as an irrational number. *Clarification 2:* Within this benchmark, the expectation is to approximate numerical expressions involving one arithmetic operation and estimating square roots or pi (π).
MA.8.NSO.1.2:	Plot, order and compare rational and irrational numbers, represented in various forms. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to work with the number e. *Clarification 2:* Within this benchmark, the expectation is to plot, order and compare square roots and cube roots. *Clarification 3:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.8.NSO.1.3:	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency. **Clarifications:** *Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
MA.8.NSO.1.4:	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.
MA.8.NSO.1.5:	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. **Clarifications:** *Clarification 1:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
MA.8.NSO.1.6:	Solve real-world problems involving operations with numbers expressed in scientific notation. **Clarifications:** *Clarification 1:* Instruction includes recognizing the importance of significant digits when physical measurements are involved. *Clarification 2:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
MA.8.NSO.1.7:	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps. *Clarification 2:* Within this benchmark, the expectation is to simplify radicals by factoring square roots of perfect squares up to 225 and cube

roots of perfect cubes from -125 to 125.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.

	• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
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ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1205050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Mathematics > **SubSubject:** General Mathematics >

Abbreviated Title: M/J GR 7 ACCEL MATH

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 7

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Grade Eight Mathematics: Pre-Algebra (#1205070) 2022 - And Beyond

Course Standards

Name	Description
MA.8.AR.1.1:	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. **Clarifications:** *Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
MA.8.AR.1.2:	Apply properties of operations to multiply two linear expressions with rational coefficients. **Clarifications:** *Clarification 1:* Problems are limited to products where at least one of the factors is a monomial. *Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).
MA.8.AR.1.3:	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.8.AR.2.1:	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides. **Clarifications:** *Clarification 1:* Problem types include examples of one-variable linear equations that generate one solution, infinitely many solutions or no solution.
MA.8.AR.2.2:	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. **Clarifications:** *Clarification 1:* Instruction includes inequalities in the forms $px \pm q > r$ and $p(x \pm q) > r$, where p, q and r are specific rational numbers and where any inequality symbol can be represented. *Clarification 2:* Problems include inequalities where the variable may be on either side of the inequality.
MA.8.AR.2.3:	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions. **Clarifications:** *Clarification 1:* Instruction focuses on understanding that when solving $x^2=p$, there is both a positive and negative solution. *Clarification 2:* Within this benchmark, the expectation is to calculate square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
MA.8.AR.3.1:	Determine if a linear relationship is also a proportional relationship. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that proportional relationships are linear relationships whose graph passes through the origin. *Clarification 2:* Instruction includes the representation of relationships using tables, graphs, equations and written descriptions.
MA.8.AR.3.2:	Given a table, graph or written description of a linear relationship, determine the slope. **Clarifications:** *Clarification 1:* Problem types include cases where two points are given to determine the slope. *Clarification 2:* Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane.
MA.8.AR.3.3:	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.
MA.8.AR.3.4:	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.
MA.8.AR.3.5:	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form. **Clarifications:** *Clarification 1:* Problems include conversions with temperature and equations of lines of fit in scatter plots.
MA.8.AR.4.1:	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding that a solution to a system of equations satisfies both linear equations simultaneously.
MA.8.AR.4.2:	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.
MA.8.AR.4.3:	Given a mathematical or real-world context, solve systems of two linear equations by graphing. **Clarifications:** *Clarification 1:* Instruction includes approximating non-integer solutions. *Clarification 2:* Within this benchmark, it is the expectation to represent systems of linear equations in slope-intercept form only. *Clarification 3:* Instruction includes recognizing that parallel lines have the same slope.

MA.8.DP.1.1:	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. **Clarifications:** *Clarification 1:* Instruction includes recognizing similarities and differences between scatter plots and line graphs, and on determining which is more appropriate as a representation of the data based on the context. *Clarification 2:* Sets of data are limited to 20 points.
MA.8.DP.1.2:	Given a scatter plot within a real-world context, describe patterns of association. **Clarifications:** *Clarification 1:* Descriptions include outliers; positive or negative association; linear or nonlinear association; strong or weak association.
MA.8.DP.1.3:	Given a scatter plot with a linear association, informally fit a straight line. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to linear functions. *Clarification 2:* Instruction includes using a variety of tools, including a ruler, to draw a line with approximately the same number of points above and below the line.
MA.8.DP.2.1:	Determine the sample space for a repeated experiment. **Clarifications:** *Clarification 1:* Instruction includes recording sample spaces for repeated experiments using organized lists, tables or tree diagrams. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.DP.2.2:	Find the theoretical probability of an event related to a repeated experiment. **Clarifications:** *Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.DP.2.3:	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability. **Clarifications:** *Clarification 1:* Instruction includes making connections to proportional relationships and representing probability as a fraction, percentage or decimal. *Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner. *Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.
MA.8.F.1.1:	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. **Clarifications:** *Clarification 1:* Instruction includes referring to the input as the independent variable and the output as the dependent variable. *Clarification 2:* Within this benchmark, it is the expectation to represent domain and range as a list of numbers or as an inequality.
MA.8.F.1.2:	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. **Clarifications:** *Clarification 1:* Instruction includes recognizing that a table may not determine a function.
MA.8.F.1.3:	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant. **Clarifications:** *Clarification 1:* Problem types are limited to continuous functions. *Clarification 2:* Analysis includes writing a description of a graphical representation or sketching a graph from a written description.
MA.8.GR.1.1:	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **Clarifications:** *Clarification 1:* Instruction includes exploring right triangles with natural-number side lengths to illustrate the Pythagorean Theorem. *Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. *Clarification 3:* Radicands are limited to whole numbers up to 225.
MA.8.GR.1.2:	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. **Clarifications:** *Clarification 1:* Instruction includes making connections between distance on the coordinate plane and right triangles. *Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. It is not the expectation to use the distance formula. *Clarification 3:* Radicands are limited to whole numbers up to 225.
MA.8.GR.1.3:	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.
MA.8.GR.1.4:	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.
	Solve problems involving the relationships of interior and exterior angles of a triangle.

MA.8.GR.1.5:	**Clarifications:** *Clarification 1:* Problems include using the Triangle Sum Theorem and representing angle measures as algebraic expressions.
MA.8.GR.1.6:	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles. **Clarifications:** *Clarification 1:* Problems include representing angle measures as algebraic expressions.
MA.8.GR.2.1:	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. **Clarifications:** *Clarification 1:* Within this benchmark, transformations are limited to reflections, translations or rotations of images. *Clarification 2:* Instruction focuses on the preservation of congruence so that a figure maps onto a copy of itself.
MA.8.GR.2.2:	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. **Clarifications:** *Clarification 1:* Instruction includes the connection to scale drawings and proportions. *Clarification 2:* Instruction focuses on the preservation of similarity and the lack of preservation of congruence when a figure maps onto a scaled copy of itself, unless the scaling factor is 1.
MA.8.GR.2.3:	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **Clarifications:** *Clarification 1:* Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images. *Clarification 2:* Lines of reflection are limited to the x-axis, y-axis or lines parallel to the axes. *Clarification 3:* Rotations must be about the origin and are limited to 90°, 180°, 270° or 360°. *Clarification 4:* Dilations must be centered at the origin.
MA.8.GR.2.4:	Solve mathematical and real-world problems involving proportional relationships between similar triangles.
MA.8.NSO.1.1:	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. **Clarifications:** *Clarification 1:* Instruction includes the use of number line and rational number approximations, and recognizing pi (π) as an irrational number. *Clarification 2:* Within this benchmark, the expectation is to approximate numerical expressions involving one arithmetic operation and estimating square roots or pi (π).
MA.8.NSO.1.2:	Plot, order and compare rational and irrational numbers, represented in various forms. **Clarifications:** *Clarification 1:* Within this benchmark, it is not the expectation to work with the number e. *Clarification 2:* Within this benchmark, the expectation is to plot, order and compare square roots and cube roots. *Clarification 3:* Within this benchmark, the expectation is to use symbols (<, > or =).
MA.8.NSO.1.3:	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency. **Clarifications:** *Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
MA.8.NSO.1.4:	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.
MA.8.NSO.1.5:	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. **Clarifications:** *Clarification 1:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
MA.8.NSO.1.6:	Solve real-world problems involving operations with numbers expressed in scientific notation. **Clarifications:** *Clarification 1:* Instruction includes recognizing the importance of significant digits when physical measurements are involved. *Clarification 2:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
MA.8.NSO.1.7:	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. **Clarifications:** *Clarification 1:* Multi-step expressions are limited to 6 or fewer steps. *Clarification 2:* Within this benchmark, the expectation is to simplify radicals by factoring square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

GENERAL NOTES

In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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

GENERAL INFORMATION

Course Number: 1205070

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Mathematics > **SubSubject:** General Mathematics >
Abbreviated Title: GRADE EIGHT: PRE-ALG
Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

Geometry (#1206310) 2022 - And Beyond

Course Standards

Name	Description
MA.912.GR.1.1:	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include vertical angles are congruent; when a transversal crosses parallel lines, the consecutive angles are supplementary and alternate (interior and exterior) angles and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.2:	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg. **Clarifications:** *Clarification 1*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 2*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.3:	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include measures of interior angles of a triangle sum to 180°; measures of a set of exterior angles of a triangle sum to 360°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.4:	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include opposite sides are congruent, consecutive angles are supplementary, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.5:	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include the Trapezoid Midsegment Theorem and for isosceles trapezoids: base angles are congruent, opposite angles are supplementary and diagonals are congruent. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.6:	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. **Clarifications:** *Clarification 1:* Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.
MA.912.GR.2.1:	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates. **Clarifications:** *Clarification 1*: Instruction includes the connection of transformations to functions that take points in the plane as inputs and give other points in the plane as outputs. *Clarification 2*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 3*: Within the Geometry course, rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation, and the centers of rotations and dilations are limited to the origin or a point on the figure.
MA.912.GR.2.2:	Identify transformations that do or do not preserve distance. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes recognizing that these transformations preserve angle measure.

MA.912.GR.2.3:	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Within the Geometry course, figures are limited to triangles and quadrilaterals and rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation. *Clarification 3*: Instruction includes the understanding that when a figure is mapped onto itself using a reflection, it occurs over a line of symmetry.
MA.912.GR.2.5:	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes two or more transformations.
MA.912.GR.2.6:	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides and the corresponding angles are congruent.
MA.912.GR.2.8:	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides are proportional, and the corresponding angles are congruent.
MA.912.GR.3.1:	Determine the weighted average of two or more points on a line. **Clarifications:** *Clarification 1*: Instruction includes using a number line and determining how changing the weights moves the weighted average of points on the number line.
MA.912.GR.3.2:	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals. **Clarifications:** *Clarification 1*: Instruction includes using the distance or midpoint formulas and knowledge of slope to classify or justify definitions, properties and theorems.
MA.912.GR.3.3:	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals. **Clarifications:** *Clarification 1*: Problems involving lines include the coordinates of a point on a line segment including the midpoint. *Clarification 2*: Problems involving circles include determining points on a given circle and finding tangent lines. *Clarification 3*: Problems involving triangles include median and centroid. *Clarification 4*: Problems involving quadrilaterals include using parallel and perpendicular slope criteria.
MA.912.GR.3.4:	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.
MA.912.GR.4.1:	Identify the shapes of two-dimensional cross-sections of three-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes the use of manipulatives and models to visualize cross-sections. *Clarification 2*: Instruction focuses on cross-sections of right cylinders, right prisms, right pyramids and right cones that are parallel or perpendicular to the base.
MA.912.GR.4.2:	Identify three-dimensional objects generated by rotations of two-dimensional figures. **Clarifications:** *Clarification 1*: The axis of rotation must be within the same plane but outside of the given two-dimensional figure.
MA.912.GR.4.3:	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.
MA.912.GR.4.4:	Solve mathematical and real-world problems involving the area of two-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes concepts of population density based on area.
MA.912.GR.4.5:	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. **Clarifications:** *Clarification 1:* Instruction includes concepts of density based on volume. *Clarification 2:* Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.
MA.912.GR.4.6:	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.
MA.912.GR.5.1:	Construct a copy of a segment or an angle. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.2:	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.3:	Construct the inscribed and circumscribed circles of a triangle. **Clarifications:**

	Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.6.1:	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle. **Clarifications:** *Clarification 1:* Problems include relationships between two chords; two secants; a secant and a tangent; and the length of the tangent from a point to a circle.
MA.912.GR.6.2:	Solve mathematical and real-world problems involving the measures of arcs and related angles. **Clarifications:** *Clarification 1*: Within the Geometry course, problems are limited to relationships between inscribed angles; central angles; and angles formed by the following intersections: a tangent and a secant through the center, two tangents, and a chord and its perpendicular bisector.
MA.912.GR.6.3:	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle. **Clarifications:** *Clarification 1*: Instruction includes cases in which a triangle inscribed in a circle has a side that is the diameter.
MA.912.GR.6.4:	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle. **Clarifications:** *Clarification 1*: Instruction focuses on the conceptual understanding that for a given angle measure the length of the intercepted arc is proportional to the radius, and for a given radius the length of the intercepted arc is proportional is the angle measure.
MA.912.GR.7.2:	Given a mathematical or real-world context, derive and create the equation of a circle using key features. **Clarifications:** *Clarification 1:* Instruction includes using the Pythagorean Theorem and completing the square. *Clarification 2:* Within the Geometry course, key features are limited to the radius, diameter and the center.
MA.912.GR.7.3:	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center and radius. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Geometry course, notations for domain and range are limited to inequality and set-builder.
MA.912.LT.4.3:	Identify and accurately interpret "if…then," "if and only if," "all" and "not" statements. Find the converse, inverse and contrapositive of a statement. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing the relationships between an "if…then" statement and the converse, inverse and contrapositive of that statement. *Clarification 2:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.LT.4.10:	Judge the validity of arguments and give counterexamples to disprove statements. **Clarifications:** *Clarification 1:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.T.1.1:	Define trigonometric ratios for acute angles in right triangles. **Clarifications:** *Clarification 1*: Instruction includes using the Pythagorean Theorem and using similar triangles to demonstrate that trigonometric ratios stay the same for similar right triangles. *Clarification 2*: Within the Geometry course, instruction includes using the coordinate plane to make connections to the unit circle. *Clarification 3*: Within the Geometry course, trigonometric ratios are limited to sine, cosine and tangent.
MA.912.T.1.2:	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem. **Clarifications:** *Clarification 1*: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

	Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5)developing an understanding of right triangle trigonometry.

All clarifications stated, whether general or specific to Geometry, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1206310

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

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

Graduation Requirement: Geometry

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Geometry >

Abbreviated Title: GEO

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Geometry for Credit Recovery (#1206315) 2022 - And Beyond

Course Standards

Name	Description
MA.912.GR.1.1:	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include vertical angles are congruent; when a transversal crosses parallel lines, the consecutive angles are supplementary and alternate (interior and exterior) angles and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.2:	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg. **Clarifications:** *Clarification 1*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 2*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.3:	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include measures of interior angles of a triangle sum to 180°; measures of a set of exterior angles of a triangle sum to 360°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.4:	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include opposite sides are congruent, consecutive angles are supplementary, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.5:	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include the Trapezoid Midsegment Theorem and for isosceles trapezoids: base angles are congruent, opposite angles are supplementary and diagonals are congruent. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.6:	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. **Clarifications:** *Clarification 1:* Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.
MA.912.GR.2.1:	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates. **Clarifications:** *Clarification 1*: Instruction includes the connection of transformations to functions that take points in the plane as inputs and give other points in the plane as outputs. *Clarification 2*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 3*: Within the Geometry course, rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation, and the centers of rotations and dilations are limited to the origin or a point on the figure.
MA.912.GR.2.2:	Identify transformations that do or do not preserve distance. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes recognizing that these transformations preserve angle measure.

MA.912.GR.2.3:	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Within the Geometry course, figures are limited to triangles and quadrilaterals and rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation. *Clarification 3*: Instruction includes the understanding that when a figure is mapped onto itself using a reflection, it occurs over a line of symmetry.
MA.912.GR.2.5:	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes two or more transformations.
MA.912.GR.2.6:	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides and the corresponding angles are congruent.
MA.912.GR.2.8:	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides are proportional, and the corresponding angles are congruent.
MA.912.GR.3.1:	Determine the weighted average of two or more points on a line. **Clarifications:** *Clarification 1*: Instruction includes using a number line and determining how changing the weights moves the weighted average of points on the number line.
MA.912.GR.3.2:	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals. **Clarifications:** *Clarification 1*: Instruction includes using the distance or midpoint formulas and knowledge of slope to classify or justify definitions, properties and theorems.
MA.912.GR.3.3:	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals. **Clarifications:** *Clarification 1*: Problems involving lines include the coordinates of a point on a line segment including the midpoint. *Clarification 2*: Problems involving circles include determining points on a given circle and finding tangent lines. *Clarification 3*: Problems involving triangles include median and centroid. *Clarification 4*: Problems involving quadrilaterals include using parallel and perpendicular slope criteria.
MA.912.GR.3.4:	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.
MA.912.GR.4.1:	Identify the shapes of two-dimensional cross-sections of three-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes the use of manipulatives and models to visualize cross-sections. *Clarification 2*: Instruction focuses on cross-sections of right cylinders, right prisms, right pyramids and right cones that are parallel or perpendicular to the base.
MA.912.GR.4.2:	Identify three-dimensional objects generated by rotations of two-dimensional figures. **Clarifications:** *Clarification 1*: The axis of rotation must be within the same plane but outside of the given two-dimensional figure.
MA.912.GR.4.3:	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.
MA.912.GR.4.4:	Solve mathematical and real-world problems involving the area of two-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes concepts of population density based on area.
MA.912.GR.4.5:	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. **Clarifications:** *Clarification 1:* Instruction includes concepts of density based on volume. *Clarification 2:* Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.
MA.912.GR.4.6:	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.
MA.912.GR.5.1:	Construct a copy of a segment or an angle. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.2:	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.3:	Construct the inscribed and circumscribed circles of a triangle. **Clarifications:**

	Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.6.1:	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle. **Clarifications:** *Clarification 1:* Problems include relationships between two chords; two secants; a secant and a tangent; and the length of the tangent from a point to a circle.
MA.912.GR.6.2:	Solve mathematical and real-world problems involving the measures of arcs and related angles. **Clarifications:** *Clarification 1*: Within the Geometry course, problems are limited to relationships between inscribed angles; central angles; and angles formed by the following intersections: a tangent and a secant through the center, two tangents, and a chord and its perpendicular bisector.
MA.912.GR.6.3:	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle. **Clarifications:** *Clarification 1*: Instruction includes cases in which a triangle inscribed in a circle has a side that is the diameter.
MA.912.GR.6.4:	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle. **Clarifications:** *Clarification 1*: Instruction focuses on the conceptual understanding that for a given angle measure the length of the intercepted arc is proportional to the radius, and for a given radius the length of the intercepted arc is proportional is the angle measure.
MA.912.GR.7.2:	Given a mathematical or real-world context, derive and create the equation of a circle using key features. **Clarifications:** *Clarification 1:* Instruction includes using the Pythagorean Theorem and completing the square. *Clarification 2:* Within the Geometry course, key features are limited to the radius, diameter and the center.
MA.912.GR.7.3:	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center and radius. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Geometry course, notations for domain and range are limited to inequality and set-builder.
MA.912.LT.4.3:	Identify and accurately interpret "if…then," "if and only if," "all" and "not" statements. Find the converse, inverse and contrapositive of a statement. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing the relationships between an "if…then" statement and the converse, inverse and contrapositive of that statement. *Clarification 2:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.LT.4.10:	Judge the validity of arguments and give counterexamples to disprove statements. **Clarifications:** *Clarification 1:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.T.1.1:	Define trigonometric ratios for acute angles in right triangles. **Clarifications:** *Clarification 1*: Instruction includes using the Pythagorean Theorem and using similar triangles to demonstrate that trigonometric ratios stay the same for similar right triangles. *Clarification 2*: Within the Geometry course, instruction includes using the coordinate plane to make connections to the unit circle. *Clarification 3*: Within the Geometry course, trigonometric ratios are limited to sine, cosine and tangent.
MA.912.T.1.2:	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem. **Clarifications:** *Clarification 1*: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

	Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Geometry for Credit Recovery, instructional time will emphasize six areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

All clarifications stated, whether general or specific to Geometry, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1206315

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Geometry >

Abbreviated Title: GEO CR

Number of Credits: One (1) credit

Course Length: Credit Recovery (R)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

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

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Geometry Honors (#1206320) 2022 - And Beyond

Course Standards

Name	Description
MA.912.GR.1.1:	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include vertical angles are congruent; when a transversal crosses parallel lines, the consecutive angles are supplementary and alternate (interior and exterior) angles and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.2:	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg. **Clarifications:** *Clarification 1*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 2*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.3:	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include measures of interior angles of a triangle sum to 180°; measures of a set of exterior angles of a triangle sum to 360°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.4:	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include opposite sides are congruent, consecutive angles are supplementary, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.5:	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids. **Clarifications:** *Clarification 1*: Postulates, relationships and theorems include the Trapezoid Midsegment Theorem and for isosceles trapezoids: base angles are congruent, opposite angles are supplementary and diagonals are congruent. *Clarification 2*: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs. *Clarification 3*: Instruction focuses on helping a student choose a method they can use reliably.
MA.912.GR.1.6:	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. **Clarifications:** *Clarification 1:* Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.
MA.912.GR.2.1:	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates. **Clarifications:** *Clarification 1*: Instruction includes the connection of transformations to functions that take points in the plane as inputs and give other points in the plane as outputs. *Clarification 2*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 3*: Within the Geometry course, rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation, and the centers of rotations and dilations are limited to the origin or a point on the figure.
MA.912.GR.2.2:	Identify transformations that do or do not preserve distance. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes recognizing that these transformations preserve angle measure.

MA.912.GR.2.3:	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Within the Geometry course, figures are limited to triangles and quadrilaterals and rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation. *Clarification 3*: Instruction includes the understanding that when a figure is mapped onto itself using a reflection, it occurs over a line of symmetry.
MA.912.GR.2.4:	Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure. **Clarifications:** *Clarification 1*: Instruction includes determining the order of each symmetry. *Clarification 2*: Instruction includes the connection between tessellations of the plane and symmetries of translations.
MA.912.GR.2.5:	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane. **Clarifications:** *Clarification 1*: Transformations include translations, dilations, rotations and reflections described using words or using coordinates. *Clarification 2*: Instruction includes two or more transformations.
MA.912.GR.2.6:	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides and the corresponding angles are congruent.
MA.912.GR.2.7:	Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations.
MA.912.GR.2.8:	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar. **Clarifications:** *Clarification 1*: Instruction includes showing that the corresponding sides are proportional, and the corresponding angles are congruent.
MA.912.GR.2.9:	Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations.
MA.912.GR.3.1:	Determine the weighted average of two or more points on a line. **Clarifications:** *Clarification 1*: Instruction includes using a number line and determining how changing the weights moves the weighted average of points on the number line.
MA.912.GR.3.2:	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals. **Clarifications:** *Clarification 1*: Instruction includes using the distance or midpoint formulas and knowledge of slope to classify or justify definitions, properties and theorems.
MA.912.GR.3.3:	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals. **Clarifications:** *Clarification 1*: Problems involving lines include the coordinates of a point on a line segment including the midpoint. *Clarification 2*: Problems involving circles include determining points on a given circle and finding tangent lines. *Clarification 3*: Problems involving triangles include median and centroid. *Clarification 4*: Problems involving quadrilaterals include using parallel and perpendicular slope criteria.
MA.912.GR.3.4:	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.
MA.912.GR.4.1:	Identify the shapes of two-dimensional cross-sections of three-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes the use of manipulatives and models to visualize cross-sections. *Clarification 2*: Instruction focuses on cross-sections of right cylinders, right prisms, right pyramids and right cones that are parallel or perpendicular to the base.
MA.912.GR.4.2:	Identify three-dimensional objects generated by rotations of two-dimensional figures. **Clarifications:** *Clarification 1*: The axis of rotation must be within the same plane but outside of the given two-dimensional figure.
MA.912.GR.4.3:	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.
MA.912.GR.4.4:	Solve mathematical and real-world problems involving the area of two-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes concepts of population density based on area.
MA.912.GR.4.5:	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. **Clarifications:** *Clarification 1:* Instruction includes concepts of density based on volume. *Clarification 2:* Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.
MA.912.GR.4.6:	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.
MA.912.GR.5.1:	Construct a copy of a segment or an angle. **Clarifications:**

	Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.2:	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.3:	Construct the inscribed and circumscribed circles of a triangle. **Clarifications:** *Clarification 1*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.4:	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons. **Clarifications:** *Clarification 1*: When given a circle, the center must be provided. *Clarification 2*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.5.5:	Given a point outside a circle, construct a line tangent to the circle that passes through the given point. **Clarifications:** *Clarification 1*: When given a circle, the center must be provided. *Clarification 2*: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.
MA.912.GR.6.1:	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle. **Clarifications:** *Clarification 1:* Problems include relationships between two chords; two secants; a secant and a tangent; and the length of the tangent from a point to a circle.
MA.912.GR.6.2:	Solve mathematical and real-world problems involving the measures of arcs and related angles. **Clarifications:** *Clarification 1*: Within the Geometry course, problems are limited to relationships between inscribed angles; central angles; and angles formed by the following intersections: a tangent and a secant through the center, two tangents, and a chord and its perpendicular bisector.
MA.912.GR.6.3:	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle. **Clarifications:** *Clarification 1*: Instruction includes cases in which a triangle inscribed in a circle has a side that is the diameter.
MA.912.GR.6.4:	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle. **Clarifications:** *Clarification 1*: Instruction focuses on the conceptual understanding that for a given angle measure the length of the intercepted arc is proportional to the radius, and for a given radius the length of the intercepted arc is proportional is the angle measure.
MA.912.GR.6.5:	Apply transformations to prove that all circles are similar.
MA.912.GR.7.2:	Given a mathematical or real-world context, derive and create the equation of a circle using key features. **Clarifications:** *Clarification 1:* Instruction includes using the Pythagorean Theorem and completing the square. *Clarification 2:* Within the Geometry course, key features are limited to the radius, diameter and the center.
MA.912.GR.7.3:	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, eccentricity, center and radius. *Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3*: Within the Geometry course, notations for domain and range are limited to inequality and set-builder.
MA.912.LT.4.3:	Identify and accurately interpret "if…then," "if and only if," "all" and "not" statements. Find the converse, inverse and contrapositive of a statement. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing the relationships between an "if…then" statement and the converse, inverse and contrapositive of that statement. *Clarification 2:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.LT.4.8:	Construct proofs, including proofs by contradiction.
MA.912.LT.4.10:	Judge the validity of arguments and give counterexamples to disprove statements. **Clarifications:** *Clarification 1:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.T.1.1:	Define trigonometric ratios for acute angles in right triangles. **Clarifications:** *Clarification 1*: Instruction includes using the Pythagorean Theorem and using similar triangles to demonstrate that trigonometric ratios stay the same for similar right triangles. *Clarification 2*: Within the Geometry course, instruction includes using the coordinate plane to make connections to the unit circle. *Clarification 3*: Within the Geometry course, trigonometric ratios are limited to sine, cosine and tangent.
MA.912.T.1.2:	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem. **Clarifications:** *Clarification 1*: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.
MA.912.T.1.3:	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.

Solve mathematical problems involving finding the area of a triangle given two sides and the included angle.

MA.912.T.1.4:

Clarifications:
Clarification 1: Problems include right triangles, heights inside of a triangle and heights outside of a triangle.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.

	• Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

All clarifications stated, whether general or specific to Geometry Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1206320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Geometry >

Abbreviated Title: GEO HONORS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: Geometry

Educator Certifications

Mathematics (Grades 6-12)
Middle Grades Mathematics (Middle Grades 5-9)

Mathematics for College Liberal Arts (#1207350) 2022 - And Beyond

(current)

Course Standards

Name	Description
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.AR.5.4:	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$. *Clarification 2:* Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.
MA.912.AR.5.5:	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.
MA.912.AR.5.6:	Given a table, equation or written description of an exponential function, graph that function and determine its key features. **Clarifications:** *Clarification 1:* Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2:* Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. *Clarification 3:* Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. *Clarification 4:* Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.2.1:	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution. **Clarifications:** *Clarification 1*: The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation. *Clarification 2*: Shape features include symmetry or skewness and clustering.

	Clarification 3: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology. *Clarification 2*: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit. *Clarification 3*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.4.1:	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.
MA.912.DP.4.2:	Determine if events A and B are independent by calculating the product of their probabilities.
MA.912.DP.4.3:	Calculate the conditional probability of two events and interpret the result in terms of its context.
MA.912.DP.4.4:	Interpret the independence of two events using conditional probability.
MA.912.DP.4.5:	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. **Clarifications:** *Clarification 1*: Instruction includes the connection between mathematical probability and applied statistics.
MA.912.DP.4.6:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
MA.912.DP.4.7:	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.
MA.912.DP.4.8:	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.
MA.912.DP.4.9:	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.
MA.912.DP.4.10:	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. *Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. *Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. **Clarifications:** *Clarification 1*: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.2:	Solve real-world problems involving simple, compound and continuously compounded interest. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.
MA.912.FL.3.4:	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.
MA.912.GR.1.6:	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. **Clarifications:** *Clarification 1:* Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.
MA.912.GR.2.4:	Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure. **Clarifications:** *Clarification 1*: Instruction includes determining the order of each symmetry. *Clarification 2*: Instruction includes the connection between tessellations of the plane and symmetries of translations.

MA.912.GR.4.3:	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.
MA.912.GR.4.4:	Solve mathematical and real-world problems involving the area of two-dimensional figures. **Clarifications:** *Clarification 1*: Instruction includes concepts of population density based on area.
MA.912.GR.4.5:	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres. **Clarifications:** *Clarification 1:* Instruction includes concepts of density based on volume. *Clarification 2:* Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.
MA.912.GR.4.6:	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.
MA.912.LT.4.1:	Translate propositional statements into logical arguments using propositional variables and logical connectives.
MA.912.LT.4.2:	Determine truth values of simple and compound statements using truth tables.
MA.912.LT.4.3:	Identify and accurately interpret "if…then," "if and only if," "all" and "not" statements. Find the converse, inverse and contrapositive of a statement. **Clarifications:** *Clarification 1:* Instruction focuses on recognizing the relationships between an "if…then" statement and the converse, inverse and contrapositive of that statement. *Clarification 2:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.LT.4.4:	Represent logic operations, such as AND, OR, NOT, NOR, and XOR, using logical symbolism to solve problems.
MA.912.LT.4.5:	Determine whether two propositions are logically equivalent.
MA.912.LT.4.9:	Construct logical arguments using laws of detachment, syllogism, tautology, contradiction and Euler Diagrams.
MA.912.LT.4.10:	Judge the validity of arguments and give counterexamples to disprove statements. **Clarifications:** *Clarification 1:* Within the Geometry course, instruction focuses on the connection to proofs within the course.
MA.912.LT.5.1:	Given two sets, determine whether the two sets are equivalent and whether one set is a subset of another. Given one set, determine its power set.
MA.912.LT.5.4:	Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. **Clarifications:** *Clarification 1*: Instruction includes the connection to probability and the words AND, OR and NOT.
MA.912.LT.5.5:	Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams.
MA.912.LT.5.6:	Prove set relations, including DeMorgan's Laws and equivalence relations.
MA.912.T.1.2:	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem. **Clarifications:** *Clarification 1*: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

All clarifications stated, whether general or specific to Mathematics for College Liberal Arts, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 1207350

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Liberal Arts Mathematics >

Abbreviated Title: MATH FOR COLL LIB ARTS

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Educator Certifications

Mathematics (Grades 6-12)

Probability and Statistics Honors (#1210300) 2022 - And Beyond

Course Standards

Name	Description
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation. **Clarifications:** *Clarification 1:* Within the Algebra 1 course, the margin of error will be given.
MA.912.DP.1.5:	Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error.
MA.912.DP.2.1:	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution. **Clarifications:** *Clarification 1*: The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation. *Clarification 2*: Shape features include symmetry or skewness and clustering. *Clarification 3*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.2.2:	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. **Clarifications:** *Clarification 1*: Instruction includes the connection to the binomial distribution and surveys.
MA.912.DP.2.3:	Estimate population percentages from data that has been fit to the normal distribution. **Clarifications:** *Clarification 1*: Instruction includes using technology, empirical rules or tables to estimate areas under the normal curve.
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.5:	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, instruction includes determining the number of positive and negative residuals; the largest and smallest residuals; and the connection between outliers in the data set and the corresponding residuals.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.DP.2.7:	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology. *Clarification 2*: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit. *Clarification 3*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line

	of fit.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.DP.3.2:	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. **Clarifications:** *Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table. *Clarification 2:* Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.
MA.912.DP.3.3:	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context. **Clarifications:** *Clarification 1:* Instruction includes problems involving false positive and false negatives.
MA.912.DP.3.4:	Given a relative frequency table, construct and interpret a segmented bar graph.
MA.912.DP.3.5:	Solve real-world problems involving univariate and bivariate categorical data. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to probability. *Clarification 2:* Instruction includes calculating joint relative frequencies or conditional relative frequencies using tree diagrams. Clarification 3: Graphical representations include frequency tables, relative frequency tables, circle graphs and segmented bar graphs.
MA.912.DP.4.1:	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.
MA.912.DP.4.2:	Determine if events A and B are independent by calculating the product of their probabilities.
MA.912.DP.4.3:	Calculate the conditional probability of two events and interpret the result in terms of its context.
MA.912.DP.4.4:	Interpret the independence of two events using conditional probability.
MA.912.DP.4.5:	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. **Clarifications:** *Clarification 1*: Instruction includes the connection between mathematical probability and applied statistics.
MA.912.DP.4.6:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
MA.912.DP.4.7:	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.
MA.912.DP.4.8:	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.
MA.912.DP.4.9:	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.
MA.912.DP.4.10:	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.
MA.912.DP.5.1:	Distinguish between a population parameter and a sample statistic.
MA.912.DP.5.2:	Explain how random sampling produces data that is representative of a population.
MA.912.DP.5.3:	Compare and contrast sampling methods. **Clarifications:** *Clarification 1*: Instruction includes understanding the connection between probability and sampling methods. *Clarification 2*: Sampling methods include simple random, stratified, cluster, systematic, judgement, quota and convenience.
MA.912.DP.5.4:	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.
MA.912.DP.5.5:	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.
MA.912.DP.5.6:	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.
MA.912.DP.5.7:	Compare and contrast surveys, experiments and observational studies. **Clarifications:** *Clarification 1*: Instruction includes understanding how randomization relates to sample surveys, experiments and observational studies.
MA.912.DP.5.8:	Draw inferences about two populations using data and statistical analysis from two random samples.
MA.912.DP.5.9:	Compare two treatments from an experiment using data from a randomized experiment. **Clarifications:** *Clarification 1*: Instruction includes the understanding that if one wants to validate a causal relationship, then randomized assignment of treatment groups must occur.
MA.912.DP.5.10:	Determine whether differences between parameters are significant using simulations.
MA.912.DP.5.11:	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. **Clarifications:** *Clarification 1*: Instruction includes determining whether or not data displays could be misleading.
MA.912.DP.6.1:	Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
MA.912.DP.6.2:	Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.
MA.912.DP.6.3:	Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.
	Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions.

MA.912.DP.6.4:	**Clarifications:** *Clarification 1*: Instruction focuses on the connection between binomial distributions and coin tossing and the connection to one-question surveys in which the question has two possible responses.
MA.912.DP.6.5:	Solve real-world problems involving geometric distributions. **Clarifications:** *Clarification 1*: Instruction focuses on the connection between geometric distributions and tossing a coin until the first heads appears and the connection to making repeated attempts at a task until it is successfully completed.
MA.912.DP.6.7:	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations. **Clarifications:** *Clarification 1*: Instruction includes the relationship between expected values and standard deviations on one hand and the rewards and risks on the other hand. *Clarification 2*: Instruction includes reducing risk through diversification.
MA.912.DP.6.8:	Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

All clarifications stated, whether general or specific to Probability and Statistics Honors, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1210300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Probablility and Statistics >
Abbreviated Title: PROB & STATS HONORS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Equivalent Courses

1210320-Advanced Placement Statistics
1210330-Cambridge AICE Mathematics Statistics AS Level

Mathematics for College Statistics (#1210305) 2022 - And Beyond

(current)

Course Standards

Name	Description
MA.912.AR.1.1:	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **Clarifications:** *Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables. *Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.1.2:	Rearrange equations or formulas to isolate a quantity of interest. **Clarifications:** *Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. *Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain, range, intercepts and rate of change. *Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form. *Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. *Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.7:	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. **Clarifications:** *Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. *Clarification 2*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. *Clarification 3*: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. *Clarification 4*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **Clarifications:** *Clarification 1:* Instruction includes discussions regarding the strengths and weaknesses of each data display. *Clarification 2:* Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables. *Clarification 3:* Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. **Clarifications:** *Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.
MA.912.DP.2.1:	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution. **Clarifications:** *Clarification 1*: The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation. *Clarification 2*: Shape features include symmetry or skewness and clustering. *Clarification 3*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology. *Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.2.5:	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals. **Clarifications:** *Clarification 1*: Within the Algebra 1 course, instruction includes determining the number of positive and negative residuals; the largest and smallest residuals; and the connection between outliers in the data set and the corresponding residuals.
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **Clarifications:** *Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.
MA.912.DP.2.7:	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data. **Clarifications:** *Clarification 1*: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology. *Clarification 2*: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit. *Clarification 3*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.
MA.912.DP.3.2:	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. **Clarifications:** *Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table. *Clarification 2:* Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.
MA.912.DP.3.5:	Solve real-world problems involving univariate and bivariate categorical data. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to probability. *Clarification 2:* Instruction includes calculating joint relative frequencies or conditional relative frequencies using tree diagrams. Clarification 3: Graphical representations include frequency tables, relative frequency tables, circle graphs and segmented bar graphs.
MA.912.DP.4.1:	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.
MA.912.DP.4.2:	Determine if events A and B are independent by calculating the product of their probabilities.
MA.912.DP.4.3:	Calculate the conditional probability of two events and interpret the result in terms of its context.
MA.912.DP.4.4:	Interpret the independence of two events using conditional probability.
MA.912.DP.4.5:	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent. **Clarifications:** *Clarification 1*: Instruction includes the connection between mathematical probability and applied statistics.
MA.912.DP.4.6:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
MA.912.DP.4.7:	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.
MA.912.DP.4.8:	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.
MA.912.DP.4.9:	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.
MA.912.DP.4.10:	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.
MA.912.DP.5.1:	Distinguish between a population parameter and a sample statistic.
MA.912.DP.5.2:	Explain how random sampling produces data that is representative of a population.
MA.912.DP.5.3:	Compare and contrast sampling methods. **Clarifications:** *Clarification 1*: Instruction includes understanding the connection between probability and sampling methods. *Clarification 2*: Sampling methods include simple random, stratified, cluster, systematic, judgement, quota and convenience.
MA.912.DP.5.4:	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.
MA.912.DP.5.5:	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.
MA.912.DP.5.6:	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.
	Compare and contrast surveys, experiments and observational studies.

MA.912.DP.5.7:	**Clarifications:** *Clarification 1*: Instruction includes understanding how randomization relates to sample surveys, experiments and observational studies.
MA.912.DP.5.11:	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics. **Clarifications:** *Clarification 1*: Instruction includes determining whether or not data displays could be misleading.
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **Clarifications:** *Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y. *Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.
MA.912.F.1.8:	Determine whether a linear, quadratic or exponential function best models a given real-world situation. **Clarifications:** *Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval. *Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.
MA.912.FL.1.1:	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business. **Clarifications:** *Clarification 1*: Problems include discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.912.FL.1.3:	Solve real-world problems involving weighted averages using spreadsheets and other technology.
MA.912.LT.5.4:	Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets. **Clarifications:** *Clarification 1*: Instruction includes the connection to probability and the words AND, OR and NOT.
MA.912.LT.5.5:	Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

General Course Information and Notes

VERSION DESCRIPTION

In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

All clarifications stated, whether general or specific to Mathematics for College Statistics, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Number: 1210305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Mathematics > **SubSubject:** Probablility and Statistics >
Abbreviated Title: MATH FOR COLL STATS

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

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

Graduation Requirement: Mathematics

Educator Certifications

Mathematics (Grades 6-12)

Foundational Skills in Mathematics K-2 (#5012005) 2022 - And Beyond

Course Standards

Name	Description
MA.1.AR.1.1:	Apply properties of addition to find a sum of three or more whole numbers. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to apply the associative and commutative properties of addition. It is not the expectation to name the properties or use parentheses. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Instruction includes emphasis on using the properties to make a ten when adding three or more numbers. *Clarification 3:* Addition is limited to sums within 20.
MA.1.AR.1.2:	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem. **Clarifications:** *Clarification 1:* Instruction includes understanding the context of the problem, as well as the quantities within the problem. *Clarification 2:* Students are not expected to independently read word problems. *Clarification 3:* Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to Situations Involving Operations with Numbers (Appendix A).
MA.1.AR.2.1:	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. **Clarifications:** *Clarification 1:* Addition and subtraction are limited to sums within 20 and related subtraction facts.
MA.1.AR.2.2:	Determine and explain if equations involving addition or subtraction are true or false. **Clarifications:** *Clarification 1:* Instruction focuses on understanding of the equal sign. *Clarification 2:* Problem types are limited to an equation with no more than four terms. The sum or difference can be on either side of the equal sign. *Clarification 3:* Addition and subtraction are limited to sums within 20 and related subtraction facts.
MA.1.AR.2.3:	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position. **Clarifications:** *Clarification 1:* Instruction begins the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter. *Clarification 2:* Problems include the unknown on either side of the equal sign. *Clarification 3:* Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to Situations Involving Operations with Numbers (Appendix A).
MA.1.DP.1.1:	Collect data into categories and represent the results using tally marks or pictographs. **Clarifications:** *Clarification 1:* Instruction includes connecting tally marks to counting by 5s. *Clarification 2:* Data sets include geometric figures that are categorized using their defining attributes and data from the classroom or school. *Clarification 3:* Pictographs are limited to single-unit scales.
MA.1.DP.1.2:	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to addition and subtraction when calculating the total and comparing, respectively.
MA.1.FR.1.1:	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths. **Clarifications:** *Clarification 1:* This benchmark does not require writing the equal sized parts as a fraction with a numerator and denominator.
MA.1.GR.1.1:	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. **Clarifications:** *Clarification 1:* Instruction focuses on the defining attributes of a figure: whether it is closed or not; number of vertices, sides, edges or faces; and if it contains straight, curved or equal length sides or edges. *Clarification 2:* Instruction includes figures given in a variety of sizes, orientations and non-examples that lack one or more defining attributes. *Clarification 3:* Within this benchmark, the expectation is not to sort a combination of two- and three-dimensional figures at the same time or to define the attributes of trapezoids. *Clarification 4:* Instruction includes using formal and informal language to describe the defining attributes of figures when comparing and sorting.
MA.1.GR.1.2:	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.

MA.1.GR.1.3:	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders. **Clarifications:** *Clarification 1:* Instruction focuses on the understanding of spatial relationships relating to part-whole, and on the connection to breaking apart numbers and putting them back together. *Clarification 2:* Composite figures are composed without gaps or overlaps. *Clarification 3:* Within this benchmark, it is not the expectation to compose two- and three- dimensional figures at the same time.
MA.1.GR.1.4:	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.
MA.1.M.1.1:	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter. **Clarifications:** *Clarification 1:* Instruction emphasizes measuring from the zero point of the ruler. The markings on the ruler indicate the unit of length by marking equal distances with no gaps or overlaps. *Clarification 2:* When estimating length, the expectation is to give a reasonable number of inches for the length of a given object.
MA.1.M.1.2:	Compare and order the length of up to three objects using direct and indirect comparison. **Clarifications:** *Clarification 1:* When directly comparing objects, the objects can be placed side by side or they can be separately measured in the same units and the measurements can be compared. *Clarification 2:* Two objects can be compared indirectly by directly comparing them to a third object.
MA.1.M.2.1:	Using analog and digital clocks, tell and write time in hours and half-hours. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to understand military time or to use a.m. or p.m. *Clarification 2:* Instruction includes the connection to partitioning circles into halves and to semi-circles.
MA.1.M.2.2:	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar. **Clarifications:** *Clarification 1:* Instruction includes the recognition of both sides of a coin. *Clarification 2:* Within this benchmark, the expectation is not to use decimal values.
MA.1.M.2.3:	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately. **Clarifications:** *Clarification 1:* Instruction includes the identification of a one, five and ten-dollar bill and the computation of the value of combinations of pennies, nickels and dimes or one, five and ten dollar bills. *Clarification 2:* Instruction focuses on the connection to place value and skip counting. *Clarification 3:* Within this benchmark, the expectation is not to use decimal values or to find the value of a combination of coins and dollars.
MA.1.NSO.1.1:	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. **Clarifications:** *Clarification 1:* Instruction focuses on the connection to addition as "counting on" and subtraction as "counting back". *Clarification 2:*Instruction also focuses on the recognition of patterns within skip counting which helps build a foundation for multiplication in later grades. *Clarification 3:* Instruction includes recognizing counting sequences using visual charts, such as a 120 chart, to emphasize base 10 place value.
MA.1.NSO.1.2:	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form. **Clarifications:** The number seventy-five written in standard form is 75 and in expanded form is 70 + 5.
MA.1.NSO.1.3:	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.
MA.1.NSO.1.4:	Plot, order and compare whole numbers up to 100. **Clarifications:** *Clarification 1:* When comparing numbers, instruction includes using a number line and using place values of the tens and ones digits. *Clarification 2:* Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<, > or =).
MA.1.NSO.2.1:	Recall addition facts with sums to 10 and related subtraction facts with automaticity.
MA.1.NSO.2.2:	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability. **Clarifications:** *Clarification 1:* Instruction focuses on helping a student choose a method they can use reliably. *Clarification 2:* Instruction includes situations involving adding to, putting together, comparing and taking from.
MA.1.NSO.2.3:	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.
MA.1.NSO.2.4:	Explore the addition of a two-digit number and a one-digit number with sums to 100. **Clarifications:** *Clarification 1:* Instruction focuses on combining ones and tens and composing new tens from ones, when needed. *Clarification 2:* Instruction includes the use of manipulatives, number lines, drawings or models.

MA.1.NSO.2.5:	Explore subtraction of a one-digit number from a two-digit number. **Clarifications:** *Clarification 1:* Instruction focuses on utilizing the number line as a tool for subtraction through "counting on" or "counting back". The process of counting on highlights subtraction as a missing addend problem. *Clarification 2:* Instruction includes the use of manipulatives, drawings or equations to decompose tens and regroup ones, when needed.
MA.2.AR.1.1:	Solve one- and two-step addition and subtraction real-world problems. **Clarifications:** *Clarification 1:* Instruction includes understanding the context of the problem, as well as the quantities within the problem. *Clarification 2:* Problems include creating real-world situations based on an equation. *Clarification 3:* Addition and subtraction are limited to sums up to 100 and related differences. Refer to Situations Involving Operations with Numbers (Appendix A).
MA.2.AR.2.1:	Determine and explain whether equations involving addition and subtraction are true or false. **Clarifications:** *Clarification 1:* Instruction focuses on understanding of the equal sign. *Clarification 2:* Problem types are limited to an equation with three or four terms. The sum or difference can be on either side of the equal sign. *Clarification 3:* Addition and subtraction are limited to sums up to 100 and related differences.
MA.2.AR.2.2:	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position. **Clarifications:** *Clarification 1:* Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter. *Clarification 2:* Problems include having the unknown on either side of the equal sign. *Clarification 3:* Addition and subtraction are limited to sums up to 100 and related differences. Refer to Situations Involving Operations with Numbers (Appendix A).
MA.2.AR.3.1:	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. **Clarifications:** *Clarification 1:* Instruction focuses on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place. *Clarification 2:* Addends are limited to whole numbers less than or equal to 12.
MA.2.AR.3.2:	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations. **Clarifications:** *Clarification 1:* Instruction includes making a connection between arrays and repeated addition, which builds a foundation for multiplication. *Clarification 2:* The total number of objects is limited to 25.
MA.2.DP.1.1:	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units. **Clarifications:** *Clarification 1:* Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.
MA.2.DP.1.2:	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems. **Clarifications:** *Clarification 1:* Addition and subtraction problems are limited to whole numbers with sums within 100 and related differences. *Clarification 2:* Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.
MA.2.FR.1.1:	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to write the equal-sized parts as a fraction with a numerator and denominator. *Clarification 2:* Problems include mathematical and real-world context.
MA.2.FR.1.2:	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.
MA.2.GR.1.1:	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation includes the use of rulers and straight edges.
MA.2.GR.1.2:	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight. **Clarifications:** *Clarification 1:* Instruction focuses on using formal and informal language to describe defining attributes when categorizing.
MA.2.GR.1.3:	Identify line(s) of symmetry for a two-dimensional figure. **Clarifications:** *Clarification 1:* Instruction focuses on the connection between partitioning two-dimensional figures and symmetry. *Clarification 2:* Problem types include being given an image and determining whether a given line is a line of symmetry or not.

MA.2.GR.2.1:	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments. **Clarifications:** *Clarification 1:* Instruction emphasizes the conceptual understanding that perimeter is an attribute that can be measured for a two-dimensional figure. *Clarification 2:* Instruction includes real-world objects, such as picture frames or desktops.
MA.2.GR.2.2:	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons. **Clarifications:** *Clarification 1:* Instruction includes the connection to the associative and commutative properties of addition. Refer to Properties of Operations, Equality and Inequality (Appendix D). *Clarification 2:* Within this benchmark, the expectation is not to use a formula to find perimeter. *Clarification 3:* Instruction includes cases where the side lengths are given or measured to the nearest unit. *Clarification 4:* Perimeter cannot exceed 100 units and responses include the appropriate units.
MA.2.M.1.1:	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool. **Clarifications:** *Clarification 1:* Instruction includes seeing rulers and tape measures as number lines. *Clarification 2:* Instruction focuses on recognizing that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units, measurement conversions are not expected. *Clarification 3:* When estimating the size of an object, a comparison with an object of known size can be used.
MA.2.M.1.2:	Measure the lengths of two objects using the same unit and determine the difference between their measurements. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is to measure objects to the nearest inch, foot, yard, centimeter or meter.
MA.2.M.1.3:	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units. **Clarifications:** *Clarification 1:* Addition and subtraction problems are limited to sums within 100 and related differences.
MA.2.M.2.1:	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til. **Clarifications:** *Clarification 1:* Instruction includes the connection to partitioning of circles and to the number line. *Clarification 2:* Within this benchmark, the expectation is not to understand military time
MA.2.M.2.2:	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately. **Clarifications:** *Clarification 1:* Within this benchmark, the expectation is not to use decimal values. *Clarification 2:* Addition and subtraction problems are limited to sums within 100 and related differences. Refer to Situations Involving Operations with Numbers (Appendix A).
MA.2.NSO.1.1:	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.
MA.2.NSO.1.2:	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.
MA.2.NSO.1.3:	Plot, order and compare whole numbers up to 1,000. **Clarifications:** *Clarification 1:* When comparing numbers, instruction includes using a number line and using place values of the hundreds, tens and ones digits. *Clarification 2:* Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<, > or =).
MA.2.NSO.1.4:	Round whole numbers from 0 to 100 to the nearest 10. **Clarifications:** *Clarification 1:* Within the benchmark, the expectation is to understand that rounding is a process that produces a number with a similar value that is less precise but easier to use.
MA.2.NSO.2.1:	Recall addition facts with sums to 20 and related subtraction facts with automaticity.
MA.2.NSO.2.2:	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.
MA.2.NSO.2.3:	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability. **Clarifications:** *Clarification 1:* Instruction focuses on helping a student choose a method they can use reliably.
MA.2.NSO.2.4:	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000. **Clarifications:** *Clarification 1:* Instruction includes the use of manipulatives, number lines, drawings or properties of operations or place value. *Clarification 2:* Instruction focuses on composing and decomposing ones, tens and hundreds when needed.
MA.K.AR.1.1:	For any number from 1 to 9, find the number that makes 10 when added to the given number. **Clarifications:** *Clarification 1:* Instruction includes creating a ten using manipulatives, number lines, models and drawings.